

THE NORTH CENTRAL ASSOCIATION QUARTERLY

EDUCATIONALLY INDEXED
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The Presidential Address

Official Roster

Dean Smith's Address

Lists of Accredited Institutions

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Report of Treasurer

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VOLUME X

JULY, 1935

NUMBER 1

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THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of
Colleges and Secondary Schools*

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The North Central Association Quarterly is published by the North Central Association of Colleges and Secondary Schools on the first day of July, October, January, and April. It is the official organ of the Association, and contains the proceedings of the annual meeting of the Association, together with much additional material directly related to the work of the Association. The regular subscription price is \$5.00 a year, or \$1.25 a copy. All members of the Association—institutional and individual—are entitled to receive the Quarterly gratis in connection with their annual fees. A special subscription price of \$2.00 per year is permitted to school libraries, college libraries, and public libraries and to individuals connected with North Central Association membership institutions. Single copies to libraries, and to teachers, students, and administrators in membership institutions are 75 cents each.

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THE NORTH CENTRAL ASSOCIATION
QUARTERLY

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JOHN CALVIN HANNA

✓ Portrait ✓

THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume X

JULY, 1935

Number 1

ASSOCIATION NOTES AND EDITORIAL COMMENTS

THE fortieth annual meeting of the North Central Association has come and gone amid voicings of high commendation for its program and all matters connected therewith. About the only member missing from the ranks of the living stalwarts was Professor Judd. He was recovering from an appendicitis operation and hence was unable to give the Association the benefit of his usual incisive judgments.

But the usual quotas of delegates were there from east and west, north and south. Altogether, the secretary's office reports, 1011 individuals officially enrolled. This number is approximately the same as last year, at which time the attendance stood at 1002.

In order to get diverse views of the procedures, the Editor requested two or three members to make brief written reports on those aspects of the meetings that interested them most. These reviews will be found elsewhere among these notes. They are furnished respectively by Dr. Works, Dr. Franzen, and Mr. Knoblaugh.

HISTORY IN THE MAKING

"History was made at Chicago the week of April 7 to 13." So wrote Professor George E. Carrothers, Chairman of the Cooperative Study of Secondary

School Standards, on his return from the Annual Meeting of the North Central Association at that time. He was writing to his co-workers on the committee and to others interested in better standards and criteria for evaluating the work of secondary schools.

Continuing, Dr. Carrothers said:

"I knew that the state chairmen in the North Central Association and others on the Commission were becoming greatly interested in a better set of standards, but I was not ready for the thoughtful, considerate, almost unanimous way in which the Commission members voted during these past three days for sane, sensible, and long-desired modifications in the present rigid regulations. Two years ago we began working definitely on needed revisions, and even now we have traveled as far as some of us had expected to get in twice that time.

"You who were not present at this meeting will be interested in knowing that more responsibility is to be placed on each state committee, where it belongs, and where it will doubtless remain unless or until these committees fail to measure up to expectations. Authorization was obtained for the enlarging of state committees by the addition of any number of high school principals.

Here in Michigan we shall probably ask the Principals' Association to select three of their best men to help in considering reports. It will be possible to have one principal of a private high school and two from public high schools, all with voting power. So if we take our work with sufficient concern we can be of considerable help to any school which is trying to become a better school, and we can save from a warning the good schools, some of which have heretofore received warnings on account of minor deviations from traditionally approved paths."

INTERESTING STATISTICS

Elsewhere in this issue will be found the lists of accredited institutions. However, a brief summary statement of these facts may be fittingly made here. They are as follows.

SECONDARY SCHOOLS

Accredited, 1934-35	2523
Added, 1935 meeting	76
Taken off, 1935 meeting	19
Total for 1935-1936	2580

JUNIOR COLLEGES

Accredited in 1934-1935	54
Added, 1935 meeting	0
Taken off, 1935 meeting	0
Total for 1935-1936	54

COLLEGES AND UNIVERSITIES

Accredited in 1934-1935	225
Added, 1935 meeting	4
Taken off, 1935 meeting	1
Total for 1935-1936	228

FACULTY RECORD BLANKS

The QUARTERLY office has on hand a goodly supply of Faculty Record Blanks. Formerly these sold for \$1.50 per package of fifty. The Executive Committee has, however, voted to distribute the remainder of these blanks without charge other than for postage and wrapping. Hence any institution desiring a quota of these may have them for the

nominal transportation fee of 25 cents per package so long as the supply lasts. Send requests to the North Central Association Quarterly, Room 1439 University Elementary School Building, Ann Arbor, Michigan.

THE MANUAL AND SCHEDULES

From time to time the QUARTERLY office receives letters asking for copies of the *Manual* published by the Commission on Institutions of Higher Education and inquiring about the schedules that accompany the *Manual*. A letter from Dr. Works, Secretary of the Commission, gives certain facts pertaining to these two volumes. He writes in part as follows:

Two copies of the *Manual* were sent to each member institution. Copies were also sent to other accrediting agencies. If institutions need additional copies or if faculty members want copies for personal use or outside institutions ask for them, they are charged \$1.50 a copy for the *Manuals* and \$0.50 for a set of the schedules. The present prospects are that we shall not revise the *Manual* for a period of one year. I am anxious not to make this revision until after the monographs are out if that can be avoided. After the revision is made, the *Manual* will probably be printed; and the plan is to give five copies to each institution.

There are eighty-one schedules with an average of three or four pages each which accompany and explain the *Manual*. A complete set of the schedules has been sent to each member institution, and any institution that is interested can buy a set for fifty cents.

SOLD OUT

Two years ago the North Central Association published a book prepared by a committee of the Commission on Unit Courses and Curricula. The book was entitled *High School Curriculum Reorganization* and contained edited materials relating to courses of study which had appeared in the QUARTERLY during the previous six years. Two thousand copies were struck off and then the type was destroyed. Today the edition is

entirely sold out, the last copies (an order for 35 books) being sent for use in the summer session of the University of Indiana last week. Except, therefore, as a few stray copies may be found here and there, no more copies of the book will be for sale.

JOHN CALVIN HANNA

Among the older members of the North Central Association is John Calvin Hanna, State Supervisor of High Schools for Illinois. Although he has passed his eightieth birthday none would suspect the fact; he is still energetically active both in state affairs and in Association matters. He has been serving the latter organization since 1914 and has not missed a single meeting during the time.

Educated in the public schools of Normal (Illinois), in the State Normal University of the same city, and in the College of Wooster (Ohio), Mr. Hanna has devoted his life to the problems of Secondary Education. For 14 years (1881-1895) he was teacher of Latin and Greek in the Central High School, Columbus, Ohio; from 1895 to 1898, he served as principal of the East High School in Columbus; and from 1898 to 1914 he was principal of the Oak Park and River Forest High School, Oak Park, Illinois. It was from this latter position that Mr. Hanna went to his present office as State High School Supervisor.

It is a pleasure to print in this issue of the *QUARTERLY* a likeness of Mr. Hanna.

INTERIM INTERPRETATION AUTHORITY

By the approval of the Executive Committee, acting on the recommendation of Mr. Hunt of the Commission on Secondary Schools, Mr. Rosenlof, Secretary of that Commission as well as Secretary of the Commission's Committee on Standards, was officially design-

nated as the "Interim Authority for the Interpretation of Standards" for that Commission. Persons having questions to raise respecting the standards should communicate directly with G. W. Rosenlof, State Department of Education, Lincoln, Nebraska.

DR. SMYSER DIES

Dr. William E. Smyser, for many years a very active member in the Commission on Higher Institutions and of the Board of Review died at Delaware, Ohio, May 24, of cerebral hemorrhage. He had been connected with the Ohio Wesleyan University as Professor of English since 1900 and was dean of the College from 1917 until his resignation a year ago. He was 63 years of age.

TERCENTENARY ECHOES

The Tercentenary Celebration of the founding of secondary schools in America was duly initiated officially at the time of the National Education Association departmental meetings in Atlantic City in February. The sixteen commemorative addresses delivered there are published in full or in part in the March issue (serial number 55) of the *Bulletin of the Department of Secondary School Principals*. This bulletin may be secured from Secretary H. V. Church, 5835 Kimbark Avenue, Chicago.

A very attractive celebration number of the *Scholastic*, the National High School Weekly, was also issued during the time of the Atlantic City meeting and is procurable from its publication office, 801 Chamber of Commerce Building, Pittsburgh, Pa. This magazine contains a number of very interesting historical articles dealing with secondary education and more than one-hundred illustrations depicting school scenes and school buildings and equipment typical of various periods throughout the 300 years of our educational development.

On April 23rd—the exact commemorative date of the establishment of the first Latin Grammar School in Boston in 1635—that city celebrated the event locally in an elaborate holiday manner. So also did other New England towns. Furthermore word comes from North, South, East and West that the high school constituencies nearly everywhere have themselves been doing something of the kind as a part of their current semester's work. In particular numerous dramas and pageants have been presented, numerous essay contests have been conducted, and numerous commencement programs have been planned—all featuring the tercentenary idea. Besides this, many principals and superintendents have been instrumental in bringing the story of the rise, development and significance of secondary education prominently before the lay public for consideration and discussion. This was done through the cooperation of service clubs, parent-teacher associations, and various other kinds of business and professional organizations.

All in all the Tercentenary Celebration appears to have attracted wide popular interest and stirred genuine and enhanced enthusiasm for public secondary education for all localities. That was, of course, its avowed purpose. For this work the North Central Association and its constituents can claim a due share of the honor and credit.

A FRESHMAN'S IMPRESSIONS¹

Commissions, reports, programs, special meetings, symposiums, unit courses, curricula, higher education, conferences, and (perhaps) shows. To the present writer this list of events brings pleasant memories because it was his good for-

tune to be in attendance at the last Chicago meeting of the North Central Association—a freshman in a new environment.

As one listened to report after report, speech after speech, and program after program delivered in this meeting he was, I think, quite prone to philosophize and philosophize. The writer did so upon such questions as how to teach, what to teach, when to teach, where to teach, whom to teach, etc. For these have always been the big issues in education. But he did more than philosophize; he left the meeting with certain indelible impressions which will serve him well into and in the future.

Too many principals regard the North Central Association as just another organization demanding a rather lengthy annual report. The best experience possible for those who fall in this category is to attend one of the Association's annual meetings. At this meeting they will be surprised to find that the Association possesses a vibrating soul overflowing with zeal, guided with a purpose, busy with a plan, and ruled by a spirit of democracy that permits the lowly neophyte to dine with the fathers of the Association—oblivious to any difference in rank of accomplishment.

One challenge faces the North Central Association and that challenge (plainly stated) is to permit every classroom teacher and high school principal in its jurisdiction to partake of the leaven of its table. In that method only can its fine program do the greatest amount of good for the greatest possible number in the field it has elected to serve. The immediate task is to give these crumbs of inspiration universal dissemination. For a million souls possessed with a common zeal, guided by a common purpose, busy with a common plan, and ruled by a common spirit of friendship, simply cannot fail.

¹ These impressions of Principal A. L. Knoblauch of Buchanan, Michigan, attending the Association meetings for the first time, were jotted down at the request of the Editor.

THE MEETING OF THE SECONDARY COMMISSION¹

"Excelsior" seemed to be the watchword of this year's meeting of the Secondary Commission of the North Central Association. A very far-reaching recommendation that will affect the member schools of the Commission came as a result of the meeting Friday morning, April 12. The important changes in policy were two: first, that more authority and leeway be granted the State Committees in the interpretation of the policies, regulations, standards, and recommendations of the Association; second, that State Committees be enlarged by the addition of advisory members to be selected by the member schools of the state. These recommendations were the outgrowth of the work of the Co-operative Committee on the Study of Standards. They were not the direct recommendations of this Committee, but they were in line with its objectives; namely, that Standard 5 should more and more become a determining factor in judging the work of the school, and that all other Standards should receive a qualitative as well as quantitative interpretation.

The three regular meetings of the Commission scheduled for all day Thursday and Friday morning were very well attended. In fact, the South Ballroom, in which the meetings were held, is actually becoming too small to accommodate all those who wish to be present. Since these three meetings and the dinner session held on Thursday evening are the ones that particularly concern the principals of secondary schools, they are the meetings which should be popularly attended, for it is at these sessions that the representatives of secondary schools actually learn about the work of the

Commission which concerns them. One of the fine things that characterizes all of these meetings is the freedom of expression on any topic brought up for discussion on the part of all present, whether or not they are members of the Commission. It is these expressions of opinion which materially assist the voting members of the Commission in their official action.

The most important meeting was that held Friday morning. So many important items of business were brought before the Commission at this time that it became the general consensus of the group that it might be well in the future to devote the last session entirely to business matters.

Tuesday and Wednesday were devoted to the work of the Reviewing Committees, who, following the plan in use the last two years, performed their work in a most efficient manner. The most gratifying part of this work consisted of the report of Secretary Clevenger in regard to the Chicago school situation. During the past year the Chicago schools had been materially improved with respect to the Standards upon which they were Warned last year.

The informal meeting for discussion was held Wednesday evening. All those who attended this meeting felt that its very informality gave an opportunity to discuss some of the vexing problems that confront the Commission in a way that no other kind of meeting could possibly achieve. Some of those present felt that it might be well to have an additional meeting of this type preceding the work of the Reviewing Committees and to be held on Monday evening.

The remarkable spirit of cooperativeness combined with friendly disagreement on minor essentials was one of the outstanding impressions of this year's session. There was also to be noted a trend in the direction of less hasty ac-

¹ Furnished by Dr. Franzen of Indiana.—THE EDITOR.

tion in the introduction and adoption of suggestions that involved changes in policy. When Chairman Hunt announced our adjournment until next year, we returned to our respective States with a sense of definite accomplishment.

THE COMMISSION ON CURRICULA

The constitutional amendment changing slightly the name of the intermediate commission was approved by the Association without opposition. Henceforth this division is to bear the official title of "Commission on Curricula of Secondary Schools and Institutions of Higher Education" instead of the name "Commission on Unit Courses and Curricula." Its functions are, however, unchanged. These will be, as before, "to plan and carry forward research relating to the curriculum."

The work of this Commission has been growing in extent and in significance in a notable manner during the past few years. Indeed, no sessions of the annual convention held in April last were more popular than were those of this unit. At every meeting the room in which its discussions were held was crowded to the very doors and the interest shown in the program which was presented was outstanding. The officers of this Commission, as well as the various sub-committees which have been at work under them, are to be congratulated heartily for the fine accomplishments which have already been secured and for the many activities which have been planned for the future.

The Editor of the *QUARTERLY* was not able to attend all the sessions of this Commission, preferring to distribute his time somewhat evenly over all the activities of the Association. However, Professor H. H. Giles of the Ohio State University School accepted his invitation to review one phase of the program as illustrative of the Commission's proce-

dures. He has selected for this purpose the Report of the Committee on Experimental College Entrance Units as given Friday morning, April 12th. Mr. Giles summarizes this report as follows:

Four scheduled papers were read and all were of decidedly superior merit. Moreover they represented a spirited search for wholeness of outlook that was refreshing.

The speakers seemed to represent divergent opinions. Mr. Stonecipher and Mr. Gaffney talked about integration by means of careful teacher planning. Mr. Patin and Mr. Osborne emphasized the need for making applications and for drawing materials for study from the daily life of pupils.

Mr. Stonecipher made the significant point that a planned emphasis on five basic concepts throughout the thirteen years of elementary and secondary schooling would keep teachers from groping uncertainly for objectives and methods. He mentioned as basic concepts, *adaptation to change, man's use of nature, democracy, government, and culture.*

Mr. Gaffney described an integrated course for groups of 30 pupils, selected from the highest quartile of the school. At first an attempt was made to integrate four subjects in one unit of work, namely, Social Science, English, Art and Music. Now the plan has been altered so as to include only English and the Social Studies,—with Music and Art thrown in as extras at intervals.

Mr. Patin startled some of those present by asserting that mathematics should serve as the handmaid to clear thinking in science; to the appreciation of form in the Arts; to the stimulation of interest in the biographies of men like Pupin and Steinmetz in English; and to a better understanding of the development of our modern technology in Social Science.

He argued that pupils must learn that

social problems demand a social, not an individual, technique for their solution, and vice versa. Mr. Patin further described a remarkable program which had been formulated for developing self-critical thinking on the basis of psychological understanding of such components of judgment as fear, love, the habit of conversation, self-confidence, the degree of acuteness of sense organs, maturity, alertness, normality, breadth of interest, ability to discriminate and to estimate, and freedom from prejudice.

Mr. Osborne, of all the speakers, most emphasized the point that merely taking courses and covering ground gives no guarantee that real education takes place. It is necessary, he said, to provide time to dwell on the work done so that pupils can develop a concept which can be used by them—now! To do this, he held, a great deal of material conventionally demanded must be eliminated. In his school a general science course for grades 7–8–9 has been developed around only 8 units, such as the weather, sound, light, electricity, and the advantageous use of leisure.

All told, the speeches delivered at this meeting indicated an awareness of the need to bring reality into the class room but (except in Mr. Osborne's case) a strongly-held belief that thorough-going departures from traditional objectives and methods are not desirable, since such are likely to cause disturbance in the minds of most teachers and parents.

THE WORK OF THE HIGHER COMMISSION¹

This year for the first time the accreditation of institutions seeking membership in the North Central Association was based on the Statement of Policy adopted at the last annual meeting. A new procedure was also adopted in deal-

ing with member institutions. The triennial reports were abolished and instead each member institution was asked to report on objectives, clientele, finance, and library. Naturally, the use of the new criteria and the new schedules raised some questions. It seemed wise, therefore, to devote two sessions to a discussion of the application of the Statement of Policy.

The program of those two sessions was arranged so that the discussion was opened by President E. E. Rall of North Central College and President John H. Reynolds of Hendrix College, both of whom had expressed some apprehension concerning the effect of the application of the new policies and procedures. They were followed in turn by Dean A. J. Brumbaugh, The University of Chicago; President O. R. Latham, Iowa State Teachers College; Dean C. H. Oldfather, University of Nebraska; Dr. John Dale Russell, The University of Chicago; The Reverend Dr. Alphonse M. Schwitalla, S.J., St. Louis University; and President John L. Seaton, Albion College. In addition, representatives from four institutions that had applied for accreditation and had gone through the experience of filling out the forms and being surveyed bore witness to what the experience had meant to their institutions.

The program as a whole gave the Commission on Institutions of Higher Education a better understanding of the meaning of the Statement of Policy. The discussions clearly brought out the following points:

1. Some of the doubts were due to misunderstandings. Unfortunately, the monographs which are to give the scientific bases for the criteria of the new Statement of Policy are not yet available. Their publication will clear some of the points of doubt.

2. There are still a number of respects in which the schedules that are used can

¹ This brief review was prepared by Dr. Works, Secretary of the Commission.—THE EDITOR.

be improved. Experience is necessary to determine the specific respects in which they should be modified. Member institutions can help the office of the Secretary by sending in suggestions that grow out of their experience in the use of them.

3. The new procedures give a much more adequate picture of an institution than was obtained by use of the standards and the old inspection procedures. The discussions made it very evident that

while the Statement of Policy is not couched in terms of quantity a very large number of data are necessary before judgments regarding the merit of an institution can be formulated.

4. There was general agreement that the formulation of purposes on the part of an institution and then attempting to evaluate its work in the light of those purposes was a wholesome experience for an institution.

NEXT YEAR'S MEETING

The Executive Committee has set the time for next year's meeting for Wednesday, Thursday, Friday, and Saturday, April 22, 23, 24 and 25. This is two weeks later in the month than the meeting of this year, but gets away from certain other conflicting events. The place is, as heretofore, the Stevens Hotel, Chicago.

✓
OFFICIAL ROSTER OF THE ASSOCIATION,

1935-1936 ✓

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* University—A. A. REED, Lincoln
 State Department—J. C. MITCHELL, Lincoln
 High School—H. C. MARDIS, Lincoln

Advisory Member—A. H. WATERHOUSE, Fremont

New Mexico

* University—J. W. DIEFENDORF, Albuquerque
State Department—C. H. CONWAY, Santa Fe
High School—R. E. MARSHALL, Clovis (1936)
Advisory Member—Supt. E. D. MARTIN, Deming

North Dakota

University—C. C. SCHMIDT, Grand Forks
* State Department—S. T. LILLEHAUGEN, Bismarck
High School—B. C. B. TIGHE, Fargo (1938)
Advisory Member—Supt. L. A. WHITE, Minot

Ohio

University—B. L. STRADLEY, Columbus
* State Department—J. W. FICHTER, Columbus
High School—E. E. MORLEY, Cleveland Heights (1936)
Advisory Member—I. F. MATTESON, Findlay

Oklahoma

University—ROY GITTINGER, Norman
* State Department—J. A. HOLLEY, Oklahoma City
High School—ELI FOSTER, Tulsa (1936)
Advisory Member—Supt. G. K. REIFF, Oklahoma City

South Dakota

University—H. W. FRANKENFELD, Vermillion
* State Department—R. W. KRAUSHAAR, Pierre
High School—W. I. EARLY, Sioux Falls (1938)
Advisory Member—Supt. J. C. LINDSEY, Mitchell

West Virginia

University—F. W. STEMPLER, Morgantown
* State Department—A. J. GIBSON, Charleston
High School—C. W. JACKSON, Bluefield (1938)
Advisory Member—Supt. F. L. TEAL, Charleston

Wisconsin

University—M. H. WILLING, Madison
* State Department—J. T. GILES, Madison

High School—G. J. BALZER, Milwaukee (1936)
Advisory Member—H. S. BONAR, Manitowoc

Wyoming

* University—C. R. MAXWELL, Laramie
State Department—R. L. MARKLEY, Cheyenne
High School—H. H. MOYER, Rawlins (1938)

MEMBERS ELECTED AT LARGE

Class of 1936

I. E. EWING, High School, Wheeling, West Virginia
H. D. TRIMBLE, University of Illinois, Urbana, Illinois
L. N. MCWHORTER, Assistant Superintendent of Schools, Minneapolis, Minnesota
GEORGE C. WELLS, Supervisor of Indian Education in Oklahoma, U. S. Indian Service, Oklahoma City, Oklahoma
EMERSON H. LANDIS, Assistant Superintendent of Schools, Dayton, Ohio
REV. J. H. OSTDIEK, Diocesan Superintendent of Schools, Omaha, Nebraska

Class of 1937

CHARLES E. GREENE, Assistant Superintendent of Schools, Denver, Colorado
F. L. HUNT, Culver Military Academy, Culver, Indiana
G. A. MANNING, High School, Muskegon, Michigan
GEORGE E. DAVIS, High School, Keokuk, Iowa
J. E. WORTHINGTON, High School, Waukesha, Wisconsin
JOHN MILNE, Superintendent of Schools, Albuquerque, New Mexico

Class of 1938

E. D. MILLER, Watertown High School, South Dakota
G. W. ROSENLOF, University of Nebraska, Lincoln, Nebraska
C. E. PENCE, Harvard School for Boys, Chicago, Illinois
G. H. REAVIS, High School Supervisor, Columbus, Ohio
REV. J. J. EDWARDS, De Paul University High School, Chicago, Illinois
H. H. HOLT, St. John's Military Academy, Delafield, Wisconsin

B. COMMISSION ON CURRICULA OF SECONDARY SCHOOLS AND INSTITUTIONS OF HIGHER EDUCATION

OFFICERS

Chairman—WILL FRENCH, Superintendent of Schools, Tulsa, Oklahoma
Vice-Chairman—L. W. WEBB, Professor of

Education, Northwestern University, Evanston, Illinois
Secretary—GEORGE W. WILLETT, Superintendent, Lyons Township High School and Junior College, La Grange, Illinois

COLLEGE MEMBERS

Class of 1936

- F. E. HENZLIK, Professor of Education, University of Nebraska, Lincoln, Nebraska
 EARL HUDELSON, Professor of Education, West Virginia University, Morgantown, West Virginia
 JOHN RUF, Professor of Education, University of Missouri, Columbia, Missouri
 J. E. STOUT, Dean, School of Education, Northwestern University, Evanston, Illinois

Class of 1937

- H. E. CHANDLER, University of Kansas, Lawrence, Kansas
 J. A. CLEMENT, Professor of Education, University of Illinois, Urbana, Illinois
 R. M. TRYON, Professor, Teaching of History, University of Chicago, Chicago, Illinois
 L. W. WEBB, Professor of Education, Northwestern University, Evanston, Illinois

Class of 1938

- H. R. DOUGLASS, Professor of Education, University of Minnesota, Minneapolis, Minnesota
 D. H. EIKENBERRY, Professor of Education, Ohio State University, Columbus, Ohio
 JOHN E. FOSTER, Dean of Summer Quarter, Iowa State College, Ames, Iowa
 H. L. SMITH, Dean, College of Education, Indiana University, Bloomington, Indiana

C. COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

OFFICERS

- Chairman—H. M. GAGE, Coe College, Cedar Rapids, Iowa
 Vice-Chairman—A. H. UPHAM, Miami University, Oxford, Ohio
 Secretary—GEORGE A. WORKS, University of Chicago, Chicago, Illinois

COLLEGE MEMBERS

Class of 1936

- LUCIA R. BRIGGS, Milwaukee-Downer College, Milwaukee, Wisconsin
 D. J. COWLING, Carleton College, Northfield, Minnesota
 E. C. ELLIOTT, Purdue University, Lafayette, Indiana
 SISTER MARY A. MOLLOY, College of St. Teresa, Winona, Minnesota
 JOHN NOLLEN, Grinnell College, Grinnell, Iowa
 J. L. SEATON, Albion College, Albion, Michigan
 M. P. SHAWKEY, Marshall College, Huntington, West Virginia

SECONDARY SCHOOL MEMBERS

Class of 1936

- W. J. S. BRYAN, Library Adviser, St. Louis, Missouri
 WILL FRENCH, Superintendent of Schools, Tulsa, Oklahoma
 D. S. MORGAN, Principal, Arsenal Technical High School, Indianapolis, Indiana
 WILLIAM PRAKKEN, High School, Highland Park, Michigan

Class of 1937

- E. R. SEIFERT, Central High School, Oklahoma City, Oklahoma
 THOMAS M. DEAM, Assistant Superintendent, Joliet Township High School, Joliet, Illinois
 B. J. RIVETT, Principal, Northwestern High School, Detroit, Michigan
 G. W. WILLETT, Superintendent, Lyons Township High School and Junior College, La Grange, Illinois

Class of 1938

- MATTHEW P. GAFFNEY, Superintendent, New Trier Township High School, Winnetka, Illinois
 PAUL W. HARNLY, Principal, Senior High School, Grand Island, Nebraska
 FRED J. KLUSS, Cedar Rapids, Iowa
 H. H. RYAN, University of Wisconsin High School, Madison, Wisconsin

- RAYMOND WALTERS, University of Cincinnati, Cincinnati, Ohio
 J. M. WOOD, Stephens College, Columbia, Missouri
 H. M. WRISTON, Lawrence College, Appleton, Wisconsin

Class of 1937

- G. N. CARMAN, Lewis Institute, Chicago, Illinois
 J. P. EVERETT, Western State Teachers College, Kalamazoo, Michigan
 H. M. GAGE, Coe College, Cedar Rapids, Iowa
 R. J. GILMORE, Colorado College, Colorado Springs, Colorado
 EDWARD H. KRAUS, University of Michigan, Ann Arbor, Michigan
 B. H. KROEZE, Jamestown College, Jamestown, North Dakota
 W. P. MORGAN, Western Illinois State Teachers College, Macomb, Illinois
 ELLIS B. STOUFFER, University of Kansas, Lawrence, Kansas
 A. H. UPHAM, Miami University, Oxford, Ohio

J. H. REYNOLDS, Hendrix College, Conway, Arkansas

Class of 1938

T. E. BENNER, University of Illinois, Urbana, Illinois

ALBERT BRITT, Knox College, Galesburg, Illinois

W. F. CUNNINGHAM, University of Notre Dame, Notre Dame, Indiana

J. D. HILL, State Teachers College, Superior, Wisconsin

C. H. JUDD, University of Chicago, Chicago, Illinois

D. W. MOREHOUSE, Drake University, Des Moines, Iowa

G. W. NASH, Yankton College, Yankton, South Dakota

C. H. OLDFATHER, University of Nebraska, Lincoln, Nebraska

A. M. SCHWITALLA, St. Louis University, St. Louis, Missouri

B. L. STRADLEY, Ohio State University, Columbus, Ohio

SECONDARY SCHOOL MEMBERS

Class of 1936

JOHN CRAIG, Superintendent of Schools, Muskegon, Michigan

J. G. MASTERS, Central High School, Omaha, Nebraska

JOHN F. QUINN, St. Ignatius High School, Chicago, Illinois

J. W. RICHARDS, Lake Forest Academy, Lake Forest, Illinois

J. F. WELLEMMEYER, Wyandotte High School, Kansas City, Kansas

O. O. YOUNG, Superintendent of Schools, Galesburg, Illinois

Class of 1937

W. W. BORDEN, Superintendent of Schools, Whiting, Indiana

GEORGE BUCK, Shortridge High School, Indianapolis, Indiana

A. E. CLAGGETT, Oakwood High School, Dayton, Ohio

A. M. HITCH, Kemper Military School, Boonville, Missouri

M. R. MCDANTEL, Oak Park High School, Oak Park, Illinois

F. S. RANDLE, East High School, Madison, Wisconsin

Class of 1938

FRED BAIR, Superintendent, Shaker Heights City School District, Cleveland, Ohio

W. I. EARLY, Washington High School, Sioux Falls, South Dakota

A. W. EVANS, Tilden Technical High School, Chicago, Illinois

W. F. SHIRLEY, Superintendent of Schools, Marshalltown, Iowa

JOHN L. SHOUSE, Assistant Superintendent of Schools, Kansas City, Missouri

A. E. SPAULDING, Emerson High School, Gary, Indiana

✓ MINUTES OF THE ANNUAL MEETING, 1935 ✓
FRIDAY AFTERNOON SESSION

THE opening General Session of the Fortieth Annual Meeting of the North Central Association of Colleges and Secondary Schools, held at the Stevens Hotel, Chicago, Illinois, April 10-13, 1935, convened at one-thirty o'clock, Mr. Bland L. Stradley, University Examiner, Ohio State University, President of the Association, presiding.

President Stradley: Ladies and Gentlemen: The first general session of the Fortieth meeting of the North Central Association will be in order.

The program this afternoon is provided by the Commission on Unit Courses and Curricula. Thomas M. Deam, Assistant Superintendent of Joliet Township High School and Junior College, and Chairman of the Commission on Unit Courses and Curricula, will be the chairman of the first part of the program, including A, B and C. [Mr. Thomas M. Deam took the chair.]

Chairman Deam: Deviating slightly from the practice for a number of years, I am asking the Secretary of the Commission to give a brief report of the work of the Commission, Principal Willett.

Mr. G. W. Willett: The work of the Commission on Unit Courses and Curricula has been carried on during the year by five committees working under the direction of a steering committee composed of the officers of the Commission and the chairmen of the five active committees.

The work has been of two distinct types, namely, research and experimen-

tation. The program presented by the Commission at its meetings gives ample evidence of the extent of the research and experimentation attempted.

Before reporting on the work of the committees, certain business transactions are deserving of our consideration. During recent years, the scope of the work of the Commission has gradually broadened, due partially to innovations within the Commission itself and partially to requests from other sources within the Association, until the name of the Commission has ceased to indicate the types of endeavor of the organization. Also, the term "unit" has become a word of varied meanings in the educational field. Hence, in compliance with a request from the Executive Committee, the advisability of a change in the name of the Commission has been considered.

The Commission voted without opposition to support the proposed amendment for changing the name of the Commission so that the name will more nearly cover the work of the Commission. Your support for the amendment for a change of name is earnestly solicited.

The Commission regrets to report that Thomas M. Deam, after continuous service of many years, first as Secretary and more recently as Chairman of the Commission, has insisted on retiring from office. Much of the credit for popularizing our program to the place where overflow meetings are the order, despite the assignment of enlarged quarters, is justly attributed to Mr. Deam's effective effort. Likewise, his vision of possible service for the Commission has been influential in expanding the scope of the

¹ These minutes, slightly edited, were taken by the Stenotypist. Other sections of the minutes will appear in later issues of the QUARTERLY.—THE EDITOR.

work. The meetings of the Commission will hardly seem the same without Mr. Deam at the Chairman's desk. His services will be only partially lost, however, as he still remains a member of the Commission.

Perhaps this may be the proper place to call attention to the fact that the volume on Curriculum Revision, which was published as the first bound volume of the Association, has been such a success that of the 2000-volume edition published only slightly over 100 copies remained unsold yesterday. The income from sales has exceeded the cost of publication by several hundred dollars. All are agreed that such a record in a period of financial depression is certainly an indication of the intrinsic worth of the publication. It must be a matter of considerable satisfaction to Mr. Deam to recount the wisdom of this venture.

Mr. Will French, of Tulsa, Oklahoma, will become Chairman in place of Mr. Deam. Henceforth, all communications relative to curricula should be referred to him, because that will save the Secretary the necessity of writing that he personally knows nothing on the subject.

In the order of reporting at the current meeting, the Committee on Survey and Publication of Trends came first. This report gave the findings from three or four investigations. It was learned that at least 147 of 350 schools circularized have revision programs under way. Sources of outside pressure for curriculum change were reported also. Studies were reported as to the actual curricula of some 550 high schools; also, the postgraduate situation in the North Central schools in two states, and the curricular changes in one high school over a period of forty-six years.

We call your attention particularly to the next statement. Professor J. A. Clement, of the University of Illinois, has been constituted an officer of this com-

mittee to refer inquirers to sources of curriculum revision materials. If you are interested, write Dr. Clement.

The Committee on Subject Matter Preparation of Secondary School Teachers reported researches in the literature in that field in particular. This Committee's report was characterized by the scholarly and scientific manner in which this preliminary phase of its work had been done. This is the first year for this committee. With the program it has set up for itself, we forecast that in a few years administrators, teachers and teacher-training institutions will have a wealth of material that will do much to eliminate the present uncertainty as to desirable patterns of preparation.

The Committee on Functional Organization of Secondary School Curricula was revamped during the year, and has now set up an ambitious program of experimentation which, if made possible of accomplishment, should eventuate in materials such as those early planners for our Commission visioned years ago.

The intention of this Committee is to set up controlled experiments in a limited number of cooperating high schools.

There is a feeling of regret on the part of those of the Commission who have enjoyed several years of service in the fact that today the Committee on Qualitative Units made a report offering a unit on fine arts, and then, on motion of the chairman of the Committee, was discharged. This Committee for many years really constituted the one active group of the Commission. It was discharged because, in the opinion of the Committee, its work was finished. Members of that Committee can point to the volume on Curriculum Revision as evidence that it has done a good job.

The final committee to report was the one on Experimental College Entrance Units. At that meeting, reports of actual variation from conventional college en-

trance patterns were given by representatives of five schools which have received permission to vary certain portions of their curriculum offerings without jeopardizing college entrance for those enrolled in the experimental classes. Variations in social studies, fused courses in English, history, art, music, experimentation in constructive thinking, fine arts as applicable to modern life, and a modified program in science were presented. This meeting was the high point in the matter of attendance. Undoubtedly, the meeting was attended by more persons than any previous meeting of the Commission.

The reports of the various committees will appear from time to time in the *QUARTERLY*. Then you can examine at your leisure the information and the philosophy of those who presented the reports. That school men and women are interested in what ought to be taught to youth is evidenced by the attendance on the meetings of the Commission. One fact is evident: Larger quarters must be made available for meetings of the Commission at the future annual meetings.

We again wish to reiterate that the Commission is attempting two types of work, research and experimentation. Our program this afternoon will illustrate certain phases of the work of one of the research committees.

Chairman Deam: A year ago, through a letter to Dean Benner of the University of Illinois, a problem for investigation was transmitted. The Executive Committee referred this problem to our Commission. We were successful in securing a very able personnel for this committee work. The chairman of this particular committee on investigating subject matter preparation of secondary school teachers is Dean F. E. Henzlik, of the University of Nebraska. Other members of this committee consist of: Thomas E. Benner, University of Illi-

nois; H. R. Douglass, University of Minnesota; William S. Gray, University of Chicago; H. H. Hagen, Crane High School of Chicago; Dewitt S. Morgan, Technical High School of Indianapolis; and Matthew H. Willing, University of Wisconsin.

This afternoon, as told by your Secretary, we have this particular committee giving a report of progress. The first of the two speakers is Dean Benner. I have the pleasure of presenting Dean Benner from the University of Illinois. [Dean Thomas E. Benner read his prepared paper entitled, "What Subject Matter Preparation is Desirable for Secondary School Teachers."¹]

Chairman Deam: Our second speaker on the subject of subject matter preparation of secondary school teachers is William S. Gray, of the University of Chicago. [Dr. William S. Gray read his prepared paper entitled, "Trends in the Academic Preparation of Secondary School Teachers."²]

Chairman Deam: Thank you, Dean Benner, and Dr. Gray. Brother Stradley, the two papers which have just been given are illustrative of the type of work which this Commission has been carrying on.

When the Constitution was revised a few years ago, one paragraph stated the purpose of this Commission.

"This Commission shall plan and carry forward research relating to unit courses of study in various subjects, and the curriculum in all classes of secondary schools and institutions of higher education within the Association."

At different times, members of our own Commission have suggested that the title of our Commission was a misnomer. In fact, suggestions have^{*} come

¹ This paper will appear in a later issue of the *QUARTERLY*.—THE EDITOR.

² This paper will appear in a later issue of the *QUARTERLY*.—THE EDITOR.

to us from many places that the type of work we are carrying on is not expressed by the title. One of the members of the Executive Committee, and a member of another Commission, suggested that we change the name of our Commission, and in the most recent meeting of our Commission, yesterday afternoon, our Commission recommended that a change in the name of our Commission be made so that Section 2, Article IV will read as follows: "There shall be an Executive Committee, a Commission on Institutions of Higher Education, a Commission on Secondary Schools, and a Commission on Curricula of Secondary Schools and Institutions of Higher Education, constituted as hereinafter defined."

And it was recommended that Section 6 of Article IV be changed in order to conform to this particular section: "The Commission on Curricula of Secondary Schools and Institutions of Higher Education shall consist," and so forth, as it is written in the Constitution.

Mr. President, I move you, sir, that this recommendation of our Commission be accepted, and the Constitution be amended as stated in the program of the Association. [President Stradley resumed the chair.]

President Stradley: Chairman Deam, may I inquire whether you have complied with this requirement of the Constitution: "Article VIII—Amendments:

This Constitution may be amended by a three-fourths vote at any regular meeting, provided that a printed notice of the proposed amendments be sent to each member two weeks before said meeting."

Mr. Deam: Yes.

President Stradley: Is there a second to the motion? [The motion was regularly seconded.]

President Stradley: Do you wish to discuss the question? If not, those in favor say "Aye"; those opposed, "No." Carried.

The report of the Executive Committee will be presented at tomorrow afternoon's session by the Secretary, A. W. Clevenger.

The Constitution of this organization states that, "The Executive Committee shall have power to authorize approval of expenditures of funds. Each Commission shall submit to it a budget of proposed expenditures. The Executive Committee shall submit a detailed report of income and expenditures at each annual meeting."

The report of the Treasurer, Mr. E. H. K. McComb, has been presented to the Executive Committee and was approved by that Committee, and on behalf of the Executive Committee Mr. McComb will now make the report. [Treasurer McComb gave his report, as follows.]

GENERAL FINANCIAL STATEMENT—TREASURER'S OFFICE

April 1, 1934 to April 1, 1935

Balance reported at meeting of Executive Committee in Chicago, April 18, 1934...\$28,400.86

1932-1933

Additional receipts from dues	5.28
TOTAL INCLUDING BALANCE	\$28,406.14

1933-1934

Additional receipts from dues and fees	\$ 930.54
From QUARTERLY	652.12
From Interest	57.57
From Inspection and Survey Fees	2,900.00

From Book Fund	351.42
From refund of advance	9.53
TOTAL ADDITIONAL RECEIPTS FOR 1933-1934	\$ 4,901.18
TOTAL INCLUDING BALANCE	\$33,307.32
ADDITIONAL EXPENDITURES FOR 1933-1934	8,741.07
BALANCE AT CLOSE OF YEAR 1933-1934	\$24,566.25

1934-1935

Receipts from dues and fees	\$25,450.85
From QUARTERLY	608.55
From Interest	55.03
From overpayment of dues	1.00
From Reprint Account (Standards Committee)	50.58
From Book Fund	560.31
From Office Furniture (Standards Committee) Akron, Ohio	246.30
From Inspection and Survey Fees	10,000.00
From Application fees	285.00
From Sale of Manuals and Schedules (Standards Committee)	264.59
TOTAL RECEIPTS FOR 1934-1935 TO DATE	\$37,522.21
TOTAL INCLUDING BALANCE	\$62,088.46
TOTAL EXPENDITURES TO DATE FOR 1934-1935	\$23,698.96
BALANCE FOR 1934-1935 ON APRIL 1, 1935	\$38,389.50

1935-1936

Receipts from prepaid dues	\$ 55.00
TOTAL INCLUDING BALANCE APRIL 1, 1935	\$38,444.50
<i>This balance is made up as follows—</i>	
Fletcher Trust Company checking account	\$23,188.47
American National Bank—checking account	5,800.19
—Bank Stock	1,800.00
—Certificates of Participation	4,485.84
Mortgage Certificates (Par \$2,000.00)	2,020.00
Revolving Funds in the various offices	1,150.00
	\$38,444.50

DETAILED FINANCIAL STATEMENT—TREASURER'S OFFICE

April 1, 1934 to April 1, 1935

Balance reported at meeting of Executive Committee in Chicago, April 18, 1934	\$28,400.86
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1932-1933

Additional receipts from dues	5.28
TOTAL INCLUDING BALANCE	\$28,406.14

1933-1934

ADDITIONAL RECEIPTS	
9 fifty-dollar membership fees	\$ 450.00
5 twenty-five dollar membership fees	125.00
37 five dollar membership fees plus interest	185.54
34 five dollar application fees	170.00
4 fifty dollar inspection fees	200.00
Survey fees	2,700.00

From Interest	57.57
From Book Fund	351.42
From refund of advance	9.53
From QUARTERLY	652.12

TOTAL ADDITIONAL RECEIPTS FOR 1933-1934	\$ 4,901.18
TOTAL INCLUDING BALANCE	\$33,307.32

ADDITIONAL EXPENDITURES

Unit Courses and Curricula	\$ 61.31
Secondary Schools	1,110.81
Higher Institutions	1,425.07
Executive Committee	264.92
QUARTERLY Office—Clerical	240.00
Miscellaneous	353.91
Secretary's Office—Clerical	270.00
Miscellaneous	88.24
Treasurer's Office—Clerical	220.00
Miscellaneous	121.88
Printing—QUARTERLY	1,092.51
Miscellaneous	34.14
Inspection and Survey Expense	2,501.04
Book Fund	34.08
Refund of duplicate payments and application fees	100.00
Bank Debits	5.00
Miscellaneous	3.87
Annual Meeting	814.29

TOTAL ADDITIONAL EXPENDITURES	\$ 8,741.07
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BALANCE FOR 1933-1934 ON APRIL 1, 1935	\$24,566.25
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1934-1935

RECEIPTS

224 fifty dollar membership fees	\$11,200.00
54 twenty-five dollar membership fees	1,350.00
2580 five dollar membership fees plus interest	12,900.85
57 five dollar application fees	285.00
9 fifty dollar inspection fees	450.00
Survey fees	9,550.00
From QUARTERLY	608.55
From Interest	55.03
From Book Fund	560.31
From Reprint Account (Standards Committee)	50.58
From sale of Manuals and Schedules (Standards Committee)	264.59
From sale of Office Furniture (Standards Com.) Akron, Ohio	246.30
From overpayment on membership dues	1.00

TOTAL RECEIPTS	\$37,522.21
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TOTAL INCLUDING BALANCE	\$62,088.46
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EXPENDITURES

Unit Courses and Curricula	\$ 924.63
Secondary Schools	3,075.52
Higher Institutions	5,593.74
Executive Committee	195.56
QUARTERLY Office—Clerical	545.00
Miscellaneous	195.65
Secretary's Office—Clerical	900.00

Treasurer's Office—Clerical	535.00
Miscellaneous	464.13
Printing—QUARTERLY	3,549.82
Miscellaneous	961.20
Inspection and Survey Expense	5,824.72
Book Fund	89.61
Refund of duplicate payments	15.00
Bank Debits	103.00
Annual Meeting	140.90
Miscellaneous	268.24
Regional Conference	20.28
Travel (Official Delegates)	296.96
TOTAL EXPENDITURES	\$23,698.96
BALANCE FOR 1934-1935 ON APRIL 1, 1935	\$38,389.50
<i>1935-1936</i>	
Receipts from prepaid dues	\$ 55.00
TOTAL INCLUDING BALANCE	\$38,444.50

FINANCIAL STATEMENT—QUARTERLY OFFICE

April 1, 1934 to April 1, 1935

Adjustment necessary to place the records of expenses paid in the office of the QUARTERLY on the books of the Treasurer	\$ 353.91
RECEIPTS	
Subscriptions to Quarterly, sale of single copies, and Proceedings	\$ 857.86
Sale of Curriculum Reprints, other reprints and preprints	49.80
Sale of North Central Association book, <i>High School Curriculum Reorganization</i>	911.73
Checks redeposited	13.85
Received from Treasurer to set up Revolving Fund	200.00*
Received from Treasurer in payment of expenditures made in QUARTERLY Office for incidentals, postage, etc.	100.65
TOTAL	\$ 2,487.80
EXPENDITURES	
Total expenditures for incidentals, postage, etc.	\$ 115.40
BALANCE	\$ 2,372.40
Received direct in Treasurer's Office	49.00
Adjustment entry in Treasurer's Office	353.91
Checks sent to Treasurer for money received in QUARTERLY Office	1,769.49
TOTAL	\$ 2,172.40
BALANCE HELD BY THE EDITOR OF THE QUARTERLY, APRIL 1, 1935	\$ 200.00*

Treasurer McComb: Mr. President, this completes the presentation of this report. I shall be glad to answer any questions.

President Stradley: Thank you, Mr. McComb.

The Constitution further provides

that, "This report of the Executive Committee shall be referred to an Auditing Committee appointed by the President."

The following men will serve on this committee and report tomorrow: Dean Friley, Iowa State College; H. D. Trimble, University of Illinois; and

Reverend J. J. Edwards, De Paul University Academy.¹

It is required by the Constitution that the Nominating Committee shall be appointed before this time, and that it shall make its report at the first session of the Association's meeting. This has been done by the President. Those nominations will then lie upon the table until tomorrow afternoon's session, at which time the induction will take place.

I will call, therefore, upon the chairman of the Nominating Committee, Dean Edmonson, of the University of Michigan.

Dean Edmonson: The offices to be filled at this meeting of the Association are those of President, First Vice-President, Second Vice-President, and two members of the Executive Committee. The Nominating Committee proposes for President the name of Mr. L. N. McWhorter, Assistant Superintendent of Schools, Minneapolis, Minnesota. Mr. McWhorter is a former Chairman of the Commission on Secondary Schools and a former member of the Executive Committee. For First Vice-President the Committee proposes the name of Dean Alfred J. Pearson of Drake University; for Second Vice-President the name of Dean J. V. Breitweiser, University of North Dakota; for the two places on the Executive Committee the names of President W. A. Brandenburg of the Kansas State Teachers College and Mr. A. C. Cross, Inspector of High Schools, University of Colorado. Respectfully submitted, S. T. Lillehaugen, State Department of Education, North Dakota; Principal J. G. Masters, Omaha; President D. W. Morehouse, Drake University, Des Moines; Principal R. L. Sandwick,

Highland Park, Illinois; and Dean J. B. Edmonson, School of Education, University of Michigan.

President Stradley: I thank you and, through you, all members of this committee.

The Constitution further provides that, "Nominations may be made upon petition by any ten members, which must be filed with the Secretary of the Association."

We have had this afternoon three papers based on the curriculum. It is a fine thing to have arrived.

The next speaker is Mr. R. L. Cooley, Director of the Milwaukee Vocational Schools, and his subject is, "Why a Curriculum." I take great pleasure in presenting Mr. R. L. Cooley of Milwaukee.

Mr. R. L. Cooley: I am very happy, indeed, to have an opportunity to talk to this group, although I confess I feel a sense of great inadequacy. As I talk, I am going to ask you people to imagine yourselves as sitting on the side lines, that I am not talking to you at all. As you sit on the side lines, I am going to talk to a Milwaukee audience about the subject of curriculum. You may sit on the side lines and see whether or not you approve that way of talking to an ordinary audience of laymen.

I am sure laymen are determining more facts about our public education than perhaps they ought to. I see that, even here, you have to travel on your belly, like other folks. You have to refer to finances, like Napoleon's army; if we can't get the money, we can't do the business. In the last analysis, what the lay people think is exceedingly important.

It has been my particular business to try to get money for a somewhat new venture in education in the past twenty-two years.

By way of qualifying a bit to talk

¹ This Auditing Committee made its report the next day. It found the treasurer's books had been kept in true and accurate form and commended him highly for his work.—THE EDITOR.

to you at all, I want to say I was an ordinary third grade country teacher. I have had the experience of the country school. I never went to high school a day in my life, because I never had the chance. Finally, after something of a career as a lumberjack, and that sort of thing, I got into a normal school. I was graduated from the normal school and became a principal of a high school and city superintendent. The first day I ever entered a high school was when I went there to teach.

Then I wandered from the sticks back to Milwaukee. The big cities are the havens. After a turbulent political experience in the superintendencies of up-state, I came to Milwaukee as principal of a grammar school. From the principalship of the grammar school, I was asked, in 1912, to organize an institution under the law of Wisconsin for the receiving of people who have no school to go to in such time as they can command, a part-time school, a what-time school, a school that would say to anyone who had any time, "How much time have you?"

For twenty-two years I have been the receiver of the output and the put-out of the entire public and parochial school systems in the city of Milwaukee. They have come to us by the thousands. Right now, in the institution of which I happen to be head, we have 18,000 people coming to the one institution day and night, about evenly divided between day and night, over 9,000 young people.

I could talk at length on that, but I still stop there in qualifying for this Milwaukee audience, with you on the side lines, who are to listen to what I have to say about this thing called a curriculum; in fact, what I have to say about a school at all.

I have been tremendously impressed with the shortness of life. As I grow older, I am more and more impressed

with the shortness of life. If you live to be ten years old, the insurance companies will bet that you live to be fifty-eight, and that is all they will bet on. We can safely say that 120 million people die in sixty years. We have to get born, get ready, get on, and get buried in an average of sixty years, roughly speaking. It wouldn't change the facts I am going to present if I were mistaken five years one way or the other. It is a short time, anyway.

For some of us old fellows (I am sixty-six; I can tell you that, not being a lady), somebody has yielded their time and we have a little more time to go, but it is a short time in which to get born, get buried, get on—no, you don't want to get buried so soon; to get born, get ready, get on, make your contribution, and get buried. It is a mighty short time.

What has got to happen in that time? The biggest moving job ever dreamed of. Some way, somehow, we have to take all human knowledge, all human experience, and such records as we want to keep available. We have to take it from those who have it and give it to those who haven't it. Otherwise, human knowledge and human experience is going to be lost and we will be a descending civilization.

It is a tremendous job and has to be done, and it cannot fail for a single generation without tremendous loss. We have a tremendous task to do, and being made in the image of God and being creators by that token, as He is a creator, we are a device-making animal. When we have a weight to lift that is greater than we can lift, if we have all gotten together and got our hands on it, being device-making animals, we have a device for moving the great weight. By that device, we can move it almost with our little finger.

When it becomes necessary for us to

get from one place to another quickly, we have a device, an agency, if you wish, the automobile. We get in and are moved from one place to another quickly. When we have a tremendous moving job, as I have suggested, this taking of human knowledge and human experience from where it is to where it isn't until it gets there, we have to have a device to speed up progress.

The school as we know it, and as we are speaking of it, is a device for speeding up progress in the early years when we are getting on, when life consists of walking down the springboard for about eighteen or twenty years. Then we plunge into the tank of life, and the first thing we have to have is a life preserver, a job, and we have to swim around a little while and have some fun, and then die. Briefly, it is something like that.

School is merely an agency to speed up progress. I have known many people who have gone to school and never became very much educated. I have seen some marvelous people who, with but little schooling, have amazed me with the depth of their knowledge and philosophy. It is only an agency.

What have we a right to require of that agency? From the standpoint of having had to look into the faces and know of the lives of thousands of people who, after they have been through with the full-time schools or the regular schools, if you wish to call them such, have come into our institution—and it has been my business to know them as intimately as possible, sometimes just after they have left school and sometimes after they have been away from school a bit—I have had a chance to look upon the residuum, what remains after a bit of time, what has been done with them and to them in the public schools. From that, I have made some deductions, and those deductions I shall relate to you briefly.

In the first place, thinking of the school as an agency, what are we trying to do in this country with people? I think we are endeavoring to build a civilization.

What is it to build a civilization? Let's not go too far afield. Let's be reasonably simple. I think to build a civilization is to civilize folks. What is it to civilize people? It is to fit them to live civilly in civil life as civilians. What is it to teach people to live civilly in civil life as civilians? It has impressed me that this is what is involved: As these young people come to us upon one ethical level, they must leave us on a higher ethical level because they have come to us, or we have failed. As people come to us upon one esthetic level (I would like to talk to you about esthetics at some length; I hardly think you need it), it is our obligation that when they leave us they shall leave us on a higher esthetic level.

The third thing is this: We teach people that it is a respectable thing, a desirable thing, for each to earn his own living, to pull his weight in the boat. Either every person must pull his weight in the boat, or someone must give him a ride.

With the development of science and the changes that have come on in our industrial and social life because of them, it is a more and more complicated problem, and one in which the people need assistance to fit themselves for some sort of service, whereby in exchange for service rendered they may have a fair standard of living. It is not a problem that will solve itself by being left to itself. It is a direct challenge to education or to the schools.

We tell people it will pauperize them to give them a ride, and that that nullifies everything. We preach this rugged individualism, and we must make it possible for people individually to earn their

own living, if that is what we are going to demand of them, by the principles of self-respect that we have tried to inspire them with.

Right there I will pause to say that I think our schools have been tremendously negligent. I do not think that has had the support or the emphasis it should have. This third thing I suggest is the reason, and the only reason, for the insistence upon a greater emphasis and better provision being made to enable people to fit themselves for the life of service that is going to be demanded of them.

Three things I have mentioned. I will now mention a fourth. When all this is done, we must fit people to participate in the culture of the age they live in, and its inheritance. I think that is a charter for everything you folks are doing, just as I believe the former statement is the charter for everything we folks in vocational education are doing.

I have no greater interest in vocational education than I have in cultural education. I think we have not yet fully realized the practical value of cultural education, nor the cultural value of practical education. I am in this field because I have been appointed to emphasize this field, emphasize this particular work and bring up that feature of our work in which the study of the history of education in this country will show we have been so laggard.

What is a curriculum? A curriculum is the means we select to achieve these ends I have mentioned. That which will advance those ends and help us to achieve those objectives belong in the curriculum. That which does not advance those ends does not belong in the curriculum, and I think that is a tremendously important thing for the ordinary public to know. First, to know what our objectives are, then know why we have a curriculum, seeing clearly

perhaps for the first time in their lives why we have a curriculum, and upon what principle we decide what is to go into the curriculum.

If you admit the objectives I have just mentioned, what do you think of the three R's as a means of achieving those aims, important as they are? Yet as one looks over the statistical panorama of what has happened in this country in the time of depression that led to retrenchment, when people began to pick out what they would throw out of our courses of study for the sake of not spending, or mistaken economy in many instances; looking at it broadly, I think one could say that the fact and philosophy, so far as lay boards are largely concerned, and some members of the profession, can be summed up in reading, writing, arithmetic, spelling, geography, history—seventy per cent or better, or out. I might say that is not an adequate philosophy or provision to achieve these objectives I have mentioned.

A growing sense (and it has been growing in the public mind) which determines how far the leaders in education can push in the lines I have suggested, I think, we can admit. I believe the schools today are better than they ever have been, and not as good as they can be made. If they were, you people would not be here in these conventions; you would be satisfied with the results. You are working on these problems just as are we. But I do think that the public, as they have debated what should go into this curriculum and what should not go into the curriculum, and oftentimes have been the final determining factor on what shall go out of the curriculum and what shall be kept in the curriculum and be financially supported, have been woefully ignorant of what a school is, why a school is, what its objectives are, and that a curriculum is

just the best thought we can give in determining what the means shall be to achieve our objectives.

It is that simple fact that I wish to bring before you from an experience, as I repeat, of twenty-two years of taking what you people have gotten through with, all the way from the boys who never went to high school clear on through to the boys who have gone to high school—I have over 3,000 high school graduates in my institution at the present time—the people who have dribbled out from the colleges at all levels, and the graduates of colleges who, having finished with their college courses, come over to our field frequently, like farmers with fine wagon boxes, horses with great tails and manes, and brass hames, coming to market with nothing in their wagon boxes to sell.

President Stradley: Has anyone anything he wishes to bring before this session at this time?

Dean J. B. Edmonson (University of Michigan): Mr. President and Members of the Association: At a meeting of the high school principals held last evening at the Auditorium Hotel, there was some discussion of the plight of unemployed youth. A large number of the

principals expressed a desire to participate in a movement urging the Federal Government to assign a considerable sum of money from the relief appropriation for the furthering of projects that would have to do with recreation, education and employment.

Since that meeting, I have talked with a number of the officers of the Association and a number of high school principals, and at the suggestion of President Stradley I come before you with a proposal that the Association direct President Stradley to name a committee of three to devise ways and means of furthering the interest of secondary school administrators in securing an assignment of funds from the relief appropriation for the promotion of those activities that will be worth while in terms of the interests of unemployed youth.

I move that you, as President, name a committee of three to further the project that has been defined.

President Stradley: You have heard the motion. Is there a second? [The motion was regularly seconded.]

President Stradley: Do you wish to discuss the motion? If not, all in favor say "Aye"; all opposed, "No." Carried.

This meeting is adjourned.

[The meeting was adjourned at three-fifteen o'clock.]

*Articulation
(Education)*
*Correlation
(Education)*

*Student
recruiting—
Colleges and
universities*

CLOSER RELATIONS¹

BLAND L. STRADLEY

The Ohio State University

OUR assembly tonight marks the fortieth meeting of the North Central Association. On the assumption that life begins at forty, the future is a compelling challenge to the Association. If Pitkin's dictum applies to institutions as well as to individuals, the past has been valuable chiefly in preparing us for the years ahead and we have just begun to arrive at the height of our powers. As one looks back over our two score years of productive influence upon education through these great middle northern states, he may properly fill with pride over our accomplishments. But the future lies before us calling for even greater achievements. These unquestionably must be worthy of our past. They will be numerous, intelligent, imaginative and significant. Many individuals will contribute to them and many will assume vigorous leadership in carrying them forward and in this presidential address I should like to suggest one type of achievement that seems to me to be of large importance.

In 1895 the educational pioneers of the North Central States recognized the need of a society which would articulate the schools and colleges. They organized the North Central Association with the purpose, as stated in the constitution, of "establishing closer relations between secondary schools and institutions of higher education." It is to this objective of the founders—"closer relations"—that I shall talk tonight. With brevity and without ready-made solutions, it is

my purpose to direct attention to several of the many opportunities for "closer relations" desirable between high schools and colleges. This will involve a discussion of several questions relating to the bridge between these two units of our educational system. To do this, an appraisal of present practices is necessary. From such an appraisal of our procedures perhaps we may move nearer to the ideals of the founders.

RECRUITING COLLEGE STUDENTS

In the secondary schools there are approximately five and one-half million boys and girls, and about 90 per cent of them are enrolled in high schools of 200 pupils or less in which the chief offerings are confined to the traditional college preparatory subjects. In our colleges there are approximately a million two hundred thousand students, an increase of 1800 per cent since 1890. While these large enrollments indicate a reinforcement of faith in education so well established and expressed in the pioneering "Ordinance of 1787," the influx of new students, especially during the last decade, has brought its overwhelming problems. Among these none is more important than the confusion arising from the expansion of colleges and universities resulting from this tremendous growth. Especially during the golden-plate years of the twenties, college and university administrators followed the lead of agriculture and industry and rushed the building of facilities to meet the flood of prosperity. Then came the crash of 1929 and the drop in enrollments in 1931. With that drop—yes,

¹ This is the presidential address delivered before the banquet session of the Association, April 12, 1935.—THE EDITOR.

and even before it—a major problem of “closer relations” came suddenly into startling focus. I speak of the appearance in large numbers of college recruiting agents.

Recruiting agents have, of course, been with us for many years, but their numbers have grown so large and their activities so persistent that they must be reckoned with in any discussion of the relationship of schools and colleges. Indeed we have established so many colleges and we have seen the great majority of them expand so rapidly that, in order to keep alive, many of them must perforce go out every year and button-hole a freshman class. That intense is the competition for students!

The high schools constitute the happy hunting ground where college recruiting officers work with an intensity known only to high-powered business. The persistency of the drive for a freshman is in direct ratio to the importance of the recruit. If he is bright and is outstanding in extra-curricular activities, he has all too little chance of exercising a choice in his selection of a college. His interests have become secondary to those of the colleges which seek his registration. He is importuned to go here, there, or yonder, and in general he is rushed off his feet. Because of urgent letters sent to him by the college office and personal calls made upon him and his parents by college solicitors, alumni, and undergraduates, the prospective college freshman is beginning to realize the meaning of the “college approach” so long known by the high school boy who had exhibited unusual prowess in high school athletics. Finally when he arrives upon the campus of the successful recruiter, in many cases it would be more than difficult for him to tell why he is there. Like the freshman who has been “hat boxed” in fraternity rushing, he frequently awakens from his daze to

wonder how in the world he ever landed among his present associates.

Ill-conceived and selfish recruiting practices have cast a baneful shadow upon the college, and this shadow is not only recognized by high school teachers and principals but by many of the high school boys and girls themselves. It appears to many of them that their individual problems of education are being sacrificed to the colleges. A few of the sinister effects and costly results of college recruiting as now conducted are these: financial bids made by colleges and the raising of bids by other colleges to secure a student, the abolition or side-tracking of entrance requirements, the hunt by high school principals for college scholarships and subsidies, the cost of recruiting, the libelous statements made by college representatives about other colleges, the inflated importance the college solicitor gives to the high school senior, the lowering of college standards which cannot be maintained with freshmen so tenderly solicited and enrolled.

That there is validity in these criticisms of recruiting can not be questioned. To protect the work of the high school and to concentrate the activities of college representatives, the principals of the high schools have set aside one day in the year as high school-college day. In many schools this day has the appearance of a carnival. To some observers the day lacks dignity and is neither satisfactory nor desirable as a college guidance program. Others believe that the college day has much promise and should be organized to include all the students in the high school rather than seniors only. Interested parents should have a place in the college day guidance program.

The college day may be the answer to the recruiting problem. There are those who have their doubts. The sug-

gestion has also been made that a code of ethics should be established and enforced, perhaps by the North Central Association. But whether it be college day, or a code of ethics, or some other plan, that we need a solution of the problem of recruiting must be apparent to everyone. My personal conviction is that the solution must come from the high schools rather than from the colleges. It is within the power of high school principals to develop such effective counseling programs among their students, in cooperation with their parents, that many of the high school seniors will not be the victims in the future of pressure methods as they are today. The college should base its appeal on its ability to do a good job of directing "more purposefully the genius of the American youth" rather than place itself in a position where it must guarantee satisfaction.

In any event, the problem of recruiting can not be overlooked if we are to have the effective articulation of high schools and colleges that the founders of this Association visualized. The situation is serious and important—so serious and so important, in fact, that the Association should immediately study it intensively in an attempt to find a solution. I have suggested possible procedures. There are a number of others. All should be canvassed and, in the very near future, a program of action agreeable both to the schools and the colleges should be determined. We must not forget for a moment that schools and colleges exist *for students*, and that they must not be sacrificed to selfish interests.

INSPECTION OF HIGH SCHOOLS

The second problem I shall discuss is the present status of high school inspection. Somewhat akin to the matter of recruiting high school graduates for college admission is the question of high

school inspection. Just before James Burrill Angell began his thirty-eight years of productive administration of the University of Michigan, the faculty of Michigan adopted the certification method of admissions. With certification came high school inspection. In order to determine which high schools should be certified and which not, the Michigan faculty visited the schools to discover the kind and quality of the work they were doing and to set up a smooth transition from high school to college. The best men on the faculty made these visitations. President Angell himself did his full share, traveling about the state, meeting principals and teachers, and watching classes taught. In his *Reminiscences* he wrote:

The advantages both to the schools and the University were soon obvious. The methods of the school visited and the fitness of the teachers for their work were made known to the visitors. The opportunity for suggesting improvements was furnished . . . Conferences were held with the school board . . . Above all, an intimate and friendly relation between the schools and the town on the one hand, and the University on the other was established.

Other universities followed the example of the University of Michigan and provided capable men who went into the field. For example, Acton of Minnesota, Hollister of Illinois, Boyd and Oliver in Ohio, Elliff of Missouri, Ensign of Iowa, Reed of Nebraska, and others. These men were scholars and commanded the respect of their colleagues in high school and college.

Later much of the inspection work shifted from the universities to the states' departments of education largely because of alleged college domination. Many of the state departments are working with inadequate staffs and are performing excellent service, but high school inspection is today on a low level compared with its early history and its potentialities. Many of the inspectors

today are assigned a multiplicity of functions, immersed in office details and engaged in "trouble-shooter" field work. I should like to suggest three directions in which it might be improved and in which the North Central Association might assume leadership for bringing about improvement.

In the first place we need more inspectors. In one of our states with 1400 high schools, but two inspectors are employed. If each of these men spent but one day at every high school it would take three years to complete the round. As a matter of fact, however, the larger schools take several days, and there are scores of schools which haven't been visited in a decade and perhaps won't be visited for just as many years in the future. Since the gradation of high schools depends upon these inspections, and since college admissions in turn depend in many states upon the ratings of high schools, we have a ludicrous situation. On the one hand we say we'll admit all graduates of first grade high schools to our colleges, but on the other we make but a feeble effort to set up standards of first "gradeness" or to discover which schools are maintaining the standards and which are not. I am not making a plea for the return of inspection to the state universities. I believe, on the contrary, that the function properly belongs to the states' departments, but the states' departments must pursue their responsibility more vigorously and more efficiently. This requires the appointment of more inspectors. The quality of the great majority of inspectors is unusually high, and the value of their work of tremendous importance. So good are they, in fact, that we must have more of them.

In my judgment much of the effectiveness of the entire secondary school program of a state depends upon the diligent carrying forward of the inspec-

tional function. More than that, the work of the colleges is laid to a large extent upon the foundation of high school preparations, and the inspectors are the persons who can coordinate in curriculums and methods of instruction the points of view of the colleges and the high schools. Here indeed is a challenge to "closer relations" that we cannot overlook.

In the second place, the colleges must, in my judgment, get down off their high horses and recognize in the high school inspectors a group of individuals whose liaison services are of just as much importance to them as to the high schools. The inspector has a wealth of knowledge about the high schools which should be continuously in the thinking of the college people charged with admissions and with other high school relations. Aside from the information of a statistical character secured from state departments of education through committees of the North Central Association, the colleges officially know remarkably little about trends in secondary education. The fault lies with the colleges, not with the schools. The colleges are remiss, however, only because no machinery has been set up to bring the inspectors and colleges into closer contact. An opportunity stands in the path of this Association to canvass the situation and to suggest a desirable and workable *modus operandi*.

In the third place, we should use our good auspices to urge high school visitors to become familiar with the many careers which high school students pursue other than those careers which depend upon college training. The majority of high school students do not go on to college. They become clerks, mechanics, beauticians, and housewives. Recognizing this, high school people years ago broke the strangle hold of the colleges upon their curriculums. They

did wisely, but criticisms of the high school are no less pointed now than they have been in the past, and the reason for this seems to me to be that we are not familiar enough with the specific training that high school students need for the careers which they follow. Such familiarity comes from an understanding of work which students do after leaving school and of the training they need for that work. High school inspectors might well bring this understanding to the schools. Their responsibility is not limited to any group of high school students. They must function for all high school boys and girls whether they go on to college or become gasoline station attendants, miners, or lathe operators.

You are, perhaps, thinking that the high school inspector in my judgment should be a paragon and that the range of services which I visualize for him is beyond the hope of successful achievement. Perhaps you are right. I am however, at this point, frankly an idealist. I see in the high school visitor one of the key persons in American education. I am convinced of his power for progress in both the high schools and the colleges. I should like to convey some of that conviction to you. In any event I should like very much to see the appointment of a small group of high school and college people to survey the entire problem and to set into motion a program that will bring the function of inspection to its rightful importance. The results of such a program may mean:

1. A closer relation between the high school and college.

2. We may learn *what* makes one high school better than another.

3. We may understand the place of tests for proficiency and aptitude in the certificate plan of admission.

4. We may learn the true significance of STANDARD 5 (Instruction and Spirit) in the accreditation of secondary schools.

5. We may ascertain the best way to apply standards after they have been determined.

6. It may bring high school and college curriculum builders to a common understanding of the needs of the students.

7. We may improve our inspection techniques in the secondary school.

8. We may find the ideal meeting ground between the extremes of 100 per cent quantitative inspection, as exemplified in the use made of reports, and the opposite extreme of 100 per cent qualitative analysis, which to date has not been developed extensively.

9. We may make a better use of the high school principal who, by the nature of his job, occupies the most advantageous position from the standpoint of counseling and guidance.

SCHOLARSHIP CONTESTS

I pass on to a third problem of school and college relationships—i.e., the scholarship contest. Many people in secondary and higher education have been interested in devising new methods of measuring achievement in the high school. The scholarship testing program is one of these methods. It has a two-fold function: first, to classify pupils in the order of their total achievement, and second, to assist the colleges in the selection and guidance of those students who come through the scholarship tests with flying colors. The testing program may be considered a check-up system. There is nothing new about it except that the procedures followed today are supposed to have the stamp of approval of scientific research. Whether or not this is true is, perhaps, a question. In any event, the testing program has had a rapid and important growth in recent years. In 1929 testing programs of one kind or another were conducted in twenty-eight states by the state department of education or by individual colleges, and today nineteen states have state-wide cooperative testing programs. The number, moreover, seems to be growing with some rapidity.

While the programs vary considerably in different states, they may be classi-

fied for convenience in three groups: ¹

1. The first type has for its purpose the "supervision of high school instruction, both as an inspectional service and for the direct improvement of instruction." This type prevails in the East and far South, in the states of Maine, Vermont, New York, Georgia, Alabama, and to a degree in Pennsylvania, Kansas, and Ohio.

2. The second type promotes "individual and school competition in high school subject-matter fields." This type prevails in "Montana, Kansas, Colorado, Iowa, Indiana, and Ohio, through their own state-wide programs; and in Nebraska, South Dakota, Missouri, and Illinois through the extension of the programs in Kansas and Iowa."

3. The third type is concerned with "general scholastic aptitude testing for the benefit, in large part, of cooperating colleges and universities." This type prevails in Minnesota, North Carolina, Wisconsin, and in the senior tests in Kansas and Ohio.

The Kansas and Ohio programs include elements of all three types. It appears that the aim is to stimulate scholarship first, by the direct improvement of instruction through the "Every Pupil Tests," second, by controlled competition through the State Scholarship Contests, and third, by the special college motivation of the senior general scholarship test.

In spite of the value of so-called "scientific research" and the cumulated experience of the years with these tests, it is interesting to note the claims and counter-claims relative to their value:

The claims of those in favor of the contests are:

1. The value of the tests for educational guidance.
2. Their stimulating effects upon pupils and teachers.
3. The resultant "closer relations" between high schools and colleges.
4. The motivation of excellent high school students toward college entrance.
5. The value of the tests in prognosis of

student performance and diagnosis of the student's academic needs.

The counter-claims of those opposed to the tests are:

1. The tests encourage cramming.
2. They emphasize discrete divisions of subject matter rather than broad education.
3. The tests are too factual or informational.
4. The tests do not encourage desirable educational ends such as the development of ideals, attitudes, appreciations, and independent thinking.
5. They encourage bitter rivalries between schools and communities.
6. They aggravate the old dilemma between teaching and examination.
7. They are limited to testing a low level of understanding.
8. "Feeding a living fowl is a far different thing than stuffing a goose with chestnuts."

These claims and counter-claims are voiced not only by educational philosophers but by those actually engaged in educational practice. Meanwhile, testing is being carried on in a vigorous manner in hundreds of schools over a wide area and has become part of the educational experience of tens of thousands of boys and girls throughout the country. So important have the tests become that the colleges not only assist in their preparation and presentation, but sit by expectantly awaiting the announcement of the results. Then comes the mad rush to attract the successful testees to particular colleges.

It is not my purpose in this discussion to take sides in the controversy. Rather I should like to call pointed attention not only to the problem but also to propose that the Association meet it squarely and exert its influence and leadership to carrying forward a program which it wholeheartedly approves. This will require a careful analysis of the situation. It will also make necessary an appraisal of the relationship of high school scholarship examinations to the Cooperative Testing Program of the American Council on Education. The work of Professor

¹ David Segel, Educational Consultant and Specialist in Tests and Measurements, U.S. Office of Education.

Wood of Columbia and of Professor Tyler of Ohio State has been very effective. What they have done bears directly upon high school scholarship tests. If the results of their work and their thinking are to be capitalized in the high school, some group must take the initiative. I submit that the situation presents a challenge of large import to this Association. I propose that we set to work immediately to meet it.

STUDENT COUNSELING AND COUNSELING RECORDS

A fourth problem of "closer relations" has to do with student counseling and with the transmission of counseling records from the high school to the college upon the matriculation of a high school senior as a college freshman. I have remarked previously upon the need of effective counseling programs in the high schools to help students in deciding upon which college to enter. This is important, but even more important is the establishment of high school counseling programs that will serve students in a wide variety of other directions. If anyone doubts the need of such counseling, let me review for you briefly some of the staggering and accusing facts that the Copeland Committee and the President's Crime Council have turned up. I say "staggering" because they are no less than that. I say "accusing" because whether we admit it or not there is a persistent tendency to lay at the door of the schools at least a part of the responsibility for the crime, delinquency, and social waste situation in this country. If you think these critics are unfair, consider these facts:

1. Eighty per cent of the individuals arrested for criminal offenses during recent years are between the ages of 16 and 23.

2. The number of prisoners in penal institutions increased from 29 for every 100,000 of population in 1850, to 121 per 100,000 in 1910, and to almost 200 in 1934.

When it is said that some of the responsibility for this tremendous increase in social waste is partly the fault of the school, let me contrast these statistics with another set of facts:

1. High school enrollments have increased from half a million in 1900 to five and a half millions in 1934.

2. College enrollments have jumped, as I have already observed, from less than 68,000 in 1890 to over a million in 1934-1935.

Do not misunderstand me. I am not blaming this alarming increase of social waste upon the schools, as relatively few of those who constitute the social waste have spent much time as students in our schools. It is news and gets the "headline spread" because the delinquent is a high school or college student.

"In a recent survey made of 3,000 convicted persons in the court of General Sessions of New York, it was found that 80 per cent came from broken homes, 50 per cent had never been beyond the third grade, 75 per cent had no occupation at the time arrested or at a reasonable time before arrest, and 75 per cent had never been taught or trained to do anything. In brief, this study shows that the majority of crimes in America are apparently committed by male persons under 21 years of age who came from broken homes, who never went to high school and who were never trained to do anything. In passing, it might be mentioned that two-thirds had never come into contact with organized religion." I do submit, however, that the schools cannot be doing an effective job of socializing their students when such a large number of them end up in delinquency and crime. I believe thoroughly that the answer to the crime and delinquency situation is more education and more emphasis on the *kind* of education. I yield to no one in the strength with which I hold that conviction, but obviously something must be wrong

with our education when we have such a large percentage of social waste.

The educators of our country have been most anxious to secure an expression on education from the President of the United States. The following expression by the President is most significant. "We have come to a time when our need is to discover more fully and to direct more purposefully into useful channels that greatest of all resources—the genius of the younger generation. Crime is a symptom of social disorder. Widespread capacity to substitute order for disorder is the remedy. This can come only through expert service in marshalling the assets of the home, school, church, community, and other social agencies, to work in common purpose with our law enforcement agencies." In this statement the President recognized the importance of the school and our efforts in the field of guidance.

We have done far too little in the direction of counseling with students and steering them in the directions in which their personal abilities will be best developed and utilized. The size of the educational enterprise obviously makes the complete personalization of instruction impossible, but a close, intelligent, and sympathetic relationship between some teacher and every boy and girl in our schools can be attained. Crimes and delinquency come from personal maladjustment to society. If these maladjustments are not discovered and ameliorated by the boys' and girls' teachers, the gamble is that they'll grow worse instead of better and lead directly to unsocial if not actual criminal behavior. The school cannot directly assume responsibility for cleaning up the slums which breed criminals, but it can do much, much more than it is doing to help boys and girls solve their personal problems. This requires a direct and carefully thought-out attack. I submit that

that attack can best be through a personal counseling relationship between every pupil and at least one teacher whom he respects and admires.

The college must do no less for its students, and that we are moving in the right direction is witnessed by the emphasis upon student personnel agencies in the college during the past decade. Much still remains to be done, but we are on our way. How far we shall progress depends largely upon the development of counseling and guidance programs in the high schools and the transmission of their experiences and records to the colleges. I emphasize this matter because I often read in the reports of college and university presidents that the business of the high institutions is scholarship. I believe it is more than that.

At this point may I suggest that one of our biggest problems is that of correlating all the splendid guidance endeavors of our colleges into individualistic suggestions for the benefit of all educators in the field. This will give our secondary schools a point of contact, and will render them a service which will be repaid in the scholastic earnings that their students will bring to us as they enter our higher institutions of learning. Guidance, to be worth anything, must be practical and not a theoretical composium of the whole field.

This constitutes the fourth type of "closer relations" that all of the schools and colleges should immediately establish. When a student comes to college, the admissions officer usually learns little about him from the high school except the grades he made in his courses. Most of the valuable knowledge of the student as a person which his principal and teachers have learned through their years of close association with him is generally filed away and forgotten. The college must begin *de novo*. If he is suf-

fering from an emotional maladjustment, a deficiency in social experiences, an anti-social attitude, or from any other limitation, many of the high school principals keep the story to themselves. The college learns these facts only after the student gets into trouble.

High school people are not entirely to blame for their reluctance to pass on their information and experiences to the college. They are afraid that the student may not be admitted and that the parents will blame the principal or a particular teacher. They are similarly afraid that the college will not use the information confidentially and that the divulgence of this back-ground material will some day bring the parents of the student storming into the principal's office prepared to take his scalp. Moreover, they may with justice point out that few colleges ever ask for such information and that the information is not given because it isn't sought.

More colleges every year, however, are desiring these personnel records, and it seems to me that this Association might assume leadership in developing the counseling programs that will produce them, in showing the colleges that they need them, and in facilitating their transmission. The break between high school and college is an administrative and not a physiological change. The education of the student must not be hampered by the machinery of administration. The American Council on Education has given much thought to the development of student personnel records. The Pennsylvania study of the Carnegie Foundation has demonstrated how an effective program can be put into operation. The North Central Association has a large opportunity to review their experiences and to set up a course of action that will be of unusual significance in establishing "closer relations" between its schools and colleges.

I have, perhaps, covered enough territory in discussing these four topics which I have already cited, and perhaps I should conclude at this point. Voltaire said, "Woe be to you if you say all on a subject that can be said upon it." With sententious brevity, therefore, I shall conclude by enumerating a few suggestions in the form of questions.

1. Is it not possible for us to move nearer the goal of "closer relations" through the publication of a brochure issued at frequent intervals and comprising articles of interest to teachers in the high school and to college teachers, especially those in the Junior area? Such an organ of communication should contain a digest of recent pertinent educational articles, information regarding experiments, curriculum studies, and notes on actual experiences in dealing with guidance and personnel problems of students.

2. President Jessup's criticism delivered before this body three years ago remains unanswered. You will remember that his criticism was based on the results of the scholarship contests in Iowa with special reference to the results in unaccredited high schools compared with the accredited high schools. What are we doing about it?

3. Joseph Roemer's eight criticisms of accrediting agencies as stated in the April, 1934 bulletin of the Department of Secondary School Principals of the N.E.A. should be given the immediate attention of the association. In the same article he enumerates 27 advantages and services of the Regional Standardizing Agencies. Let us not accept the words of commendation and ignore the criticisms. Should we not rather accept the criticisms as a challenge?

4. Is there truth or half truth, which is even more disastrous, in the following recent report of a dean of a great graduate school of education? "Under pressure of requirements laid down by state departments of education and by regional associations for the accrediting of schools, there has been a strong drift toward making the preparation of a teacher a matter of so many "hours" in the subject he is to teach—so many "hours" in Education, and so many "hours" in practice teaching. In consequence, a sort of "pedagogical racketeering" has arisen by which certificates are won and positions assigned on the basis of credits or degrees based on credits, with a resulting fur-

ther influx of students into the courses in which such credits and degrees may be earned. Thus the emphasis has been shifted away from the realities which ought to be held constantly in mind. A paper record has become the object in view, rather than the proof of intellectual achievement and of personal fitness which should be the only ground for admitting a teacher to office."

5. It is common knowledge that a progressive minority is challenging the certificate plan of admission to college. Much attention is given to tests for and estimates of proficiency, aptitude, and character. Is the Association ready to meet this issue?

CONCLUSION

This brings me to the end of my remarks. I have been talking in general to the problem of coordination between the high schools and the colleges. I have suggested five directions in which we might proceed: first, the straightening out of the college recruiting jumble; second, the development of high school inspection; third, the study of scholarship examinations; fourth, the carrying

forward of student counseling and the transmission of counseling records from schools to college; and fifth, some suggestions which I share with you for your consideration. My friends, the thoughts expressed here this evening center around the work of this Association in which I am devotedly interested. May I suggest that we study these problems intensively before we arrive at definite conclusions. I am most anxious that we do a good job. As John Hays said to the ditch-digger:

"I will dig a ditch so straight and true,
That Almighty God can look it through."

If I were an incoming president I should appoint committees to appraise each of these problems. Since, however, I am an out-going factotum with no powers that outlast tomorrow's session, I submit these notions to the tender mercies of the Association and of my distinguished successor.

Secondary
Education -
United States

TRENDS IN SECONDARY EDUCATION¹

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THE trends in any field are the sign posts indicating the direction toward which development in that field is progressing. For an adequate understanding of the trends in any field it is necessary first to have as a background the history behind these trend tendencies both as to their origin and early development and as to the outstanding recent movements in the field in which the trends originate; second, to survey the present practices and status in the field to discover that which is static, that which is moving, and the direction of the movement; and third, to predict, in the light of the past and present, that which will probably develop in the future. Such a course I shall attempt to pursue in the discussion of the trends in secondary education.

In 1630, there came across the Atlantic, a group of people destined to plant the beginnings of a new type of educational system, a system the development of which has attracted the attention of educational leaders throughout the world. Deeply embedded in their hearts was a desire for that which had been denied them in their home lands—freedom to marshall their lives according to their own high ideals—and along with that desire was a vision of the method for achieving that which they sought.

That earlier group of Pilgrims, which had wandered about in foreign countries before adopting the new America as their home, had learned to utilize the home as the most satisfactory institution for

educating their youth. But the Puritans, who settled in Massachusetts Bay, had for leaders, men who had been educated in the grammar schools of England. They transplanted the organization, curriculum, and methods of the English Latin grammar school to the new continent, adapting the aims and methods of administration to the principles of their religious belief.

A brief five years had elapsed before these Puritans established, on April 23, 1635, the first secondary school in America. Within a decade, at least eight other Latin grammar schools were established near Boston. Not until 1647 however is there record of the aim of the Latin grammar schools of the Massachusetts Bay colony, but that record when made was so powerful in its influence that it fixed the aim of secondary education in America for almost two centuries,—the fitting of the youth of the community for the college or university. Throughout the colonial period secondary education was very restricted. Although designated a free public school, the Latin grammar school was not free nor was it public in the sense of being accessible to all. Only the children who came from the "richer" families and who could withstand the rigid intellectual tasks imposed by the school regimen were permitted to enter and partake of the benefits of secondary education. Secondary education in those days was very undemocratic. It was this very lack of adherence to the developing ideals of a democratic state that became the final undoing of the Latin grammar school.

With the passing of the leaders who

¹ An address delivered before the Association, Saturday, April 12, 1935.—THE EDITOR.

had been educated in the schools of old England came a waning of the Latin grammar school and the development of a new type of secondary school, the academy. As early as 1749, Benjamin Franklin proposed the establishment in Philadelphia of an academy, a private institution offering a curriculum better adapted to the ideals of the day than was the Latin grammar school. During the Revolutionary War many of the Latin grammar schools were discontinued, and were not reopened in the days following the war because they failed to meet the needs of the new life. With the passing of the Latin grammar school, however, one of the ideals of the early colonists was, for a time, lost to secondary education,—the ideal of free public secondary schools.

During the early years of the nineteenth century there was developing greater support for the principle of publicly supported free elementary schools. The idea expanded in some quarters to include secondary education and even universities. The constitution of Indiana in 1816 provided for the establishment of a system of education from the lowest level up to and including the university with free tuition and equally open to all. In 1821 the first high school so named was established in Boston. Its object was to fit pupils, at public expense, for active life and to serve as a foundation for success in mercantile or mechanical occupations as well as in the professions. For the first time, girls were admitted to the benefits of secondary education. The barriers of social and economic class were theoretically leveled. But progress was slow. The widespread prevalence of the academy with its popular appeal and private character stood in the way of the development of the high school. The question of the legality of spending public money for the support of the high school retarded for a long time the de-

velopment of the high school. The establishment of academies reached its high tide about 1850. But the doom of the academy was definitely sealed in 1874 when the celebrated Kalamazoo case established the legality of maintaining, at public expense, free public high schools. In 1880 only 2.8 per cent of the children of high school age were enrolled in high school. But the removal of legal restraint from popular support proved a stimulus to the establishment of the high school. By 1900 ten per cent of the youth of high school age were attending high school. Very rapid expansion of the high school developed. In each decade since 1900 the secondary school population has approximately doubled. Today there are more than six million youth enrolled in some 26,000 high schools. Somewhat over 50 per cent of all the children of high school age in the land.

In the beginning, the high school was a college preparatory school with emphasis on the Latin classics, and with a curriculum leading to the professions. But since 1876 a very definite attempt has been made to add to the aims of the high school by the introduction of vocational and prevocational courses. In some sections marked success in thus expanding the scope of the high school has been attained. And in some sections the vocational aspect of the high school has overshadowed the college preparatory phase.

By 1918 educators were increasingly aware of the growing influence and extent of secondary education. A group of interested workers attempted to standardize the function of the high school by setting up a list of cardinal objectives expressed in terms of individualism. For a decade all effort was expended on reorganizing the Topsy-developed adolescent high school structure in the light of these objectives. A school building boom was brought on by the rapidly increasing enrollments. Funds for the expansion

of facilities and services were to be had with comparatively little effort on the part of school officials during this period of prosperity and widening activities. Here and there, the curriculum was being revamped, experimentation was leading to the development of plans for individual adjustment of pupils, new courses were being added, organization was being modified to articulate the work of the high school with that of the elementary school. But on the whole these changes, this experimentation, this projection into the future had a limited effect on the mass of the secondary schools throughout the country. The outstanding characteristics of the period were on the whole the perpetuation of traditional practices and the competition in the erection of new and larger and better school buildings.

Then in October of 1929 there occurred a spectacular crash on Wall street. Banks by the hundreds, closed their doors in the faces of frantic depositors, industry closed its factories and forced its employees on the streets by the thousands swelling the already mounting unemployment ranks, farm products descended to new low levels and mortgages on farm lands were foreclosed in the frenzied rush of finance to cover. Decreased property values caused the tax income to shrink far below its former amount. Taxpayers, deprived of their own income, charged in blind fury, against the burdensome tax rate. Financial support for public schools as a consequence rapidly diminished to a critically low amount.

For a moment educators stood looking on aghast at the actual and threatened wreckage, marveling at the rapidity with which the work of two decades of endeavor was weakened and even threatened with being swept from its foundations. Suddenly they awoke—"Salvage that which is most worth while and let

the rest go" was their impulse. But who among educators had definite proof of that which was worth while. Too late they discovered that they had not been testing their work sufficiently and that they had not been eager enough for improvement. They had been pointing unduly to the achievements of a school organization based upon tradition and average practice. Frantically they began seriously to evaluate existing practices to discover what was questionable and what had merit. Consequently, everything in the school structure had to be justified. And then there came into existence a new philosophy born and initiated in school circles before the advent of the "new deal," a philosophy which pointed out that reconstructing the schools of the community, the state, and the nation was a problem to be solved not by educators alone but by the unitary cooperation of all the social and economic agencies and influences of the community, of the state, and of the nation.

To complicate the situation there developed in the nation beginning on March 4, 1933, a fast-moving panorama of unprecedented social and economic changes almost all of which were efforts to bring about a solution to those problems which because of their educational implications were vital to the development of secondary education. For two years now we have been moving at a rapid pace in our attempts to salvage, to evaluate, to rebuild, and to create where no sign posts of tradition point the way. New paths are being blazed over trails formerly existent but screened by the signboards of outworn tradition and overgrown with the weeds of inertia. Down these new trails we are headed. Our objectives have been changed. We are moving toward a secondary school designed to provide for ourselves and our children hereditary strength, physical

security, participation in an evolving culture, active and flexible personality, suitable occupation, economic security, mental security, equality of opportunity, freedom and fair play.

The other four million youth. For over two hundred years after the establishment of the first secondary school in America only boys from the families of the economically and socially elite were admitted to the benefits of secondary education. About one hundred years ago girls were hesitantly admitted. But few of them, however, took immediate advantage of the opportunity to secure a higher education. Only within the last fifty years have girls attended secondary schools in any great numbers. Today our secondary education in America is more open to all and more accessible than ever before in the history of the world.

With such large increases in high school enrollment as have been designated it is evident that the high school is losing its status of being an institution only for the socially and economically elite. The increases have come progressively from lower socio-economic levels. By the same standard we may judge that the somewhat less than 50 per cent of pupils of high school age who are not enrolled today in the high schools of the nation represent to a large degree the lower socio-economic levels.

Will the increase in numbers continue? Will more and more children of the lower levels of our population be drawn into the 26,000 high schools of the country? These questions are of vital significance in the planning of the secondary school program of the future. For if the high school is to enroll the three or four million young people of high school age who are not now enrolled, and if the high school is to hold for a longer period those that it does enroll, we must materially increase our capacity for providing secondary education. And if these

three or four million children are to come from the lower socio-economic levels, we must add to our old objectives some supplementary objectives and secondary school offerings to meet the needs of this group with which educators are not adequately familiar. The old curriculum and the old objectives, suited reasonably well to the upper groups, must give way for the new group to a more virile, purposeful, differently directed program.

A few short years ago thousands of these 14 to 18 year old boys and girls were engaged in a great variety of wage-earning activities. Some of these had turned their backs upon the high school offering because their economic condition demanded that they earn to support themselves and, in many cases, their dependents. Others of the vast group of youth were not interested in the type of program offered in the secondary school and actually rebelled against the traditional and what was to them the lifeless character of the curriculum. Still others regretted their inability to attend the high school because their economic level was so low as to prevent the purchase of proper clothing necessary for high school attendance and the meeting of the mounting personal costs for books, supplies, fees, and other incidentals. But the rising tide of unemployment, the direct elimination of youth from employment in industry under NRA codes, and the wide extension of relief both Federal and state, have brought about an immediate reversal of the status of this army of youth. Secondary schools attracted a few of this newly unemployed group of youth, thus accounting to some extent for the recent increases in secondary school enrollment. But great numbers of the group gravitated to the avenues of least resistance—to life of idling, loafing, contacting older and hardened characters with criminal tend-

encies, wandering about over the country by the newly developed hitch-hike method. In January of 1934 hundreds of youths under 16 years of age were registered as destitute transients and were being cared for in camps established by the government. Thousands of boys are being aided in their fight against an inadequately balanced social structure in CCC camps. But, on the whole, this great army of desperate youth, this immeasurable force for good or evil in future America, this host of nearly four million active, alert, but crushed and disheartened youth of high school age stands as the dominant challenge to our American educational system;—a challenge that must not longer remain unanswered by a society careful of its future welfare. There is no longer opportunity for debate on the question of providing secondary education for all at public expense,—there is no alternative, secondary education *must* be provided for ten million youth instead of six million.

We were not alarmed or disturbed over the situation while a machine age absorbed those on the lower economic level. Now this large section of our youth, their pathway to industry blocked, forms a menace to society, a menace that can be lightened and removed by a secondary school program which will surround the youth with an environment designed to develop latent talents, to create constructive and active citizenship and communityship, and to build habits of recreation, appreciation, and enjoyment.

The gates of the American high school today are only half open; we must open them wide to a guarantee against idleness, crime, and mental and moral degeneracy of youth. The high school must stand in an unobstructed path, free and open to all.

The secondary schools of today are not yet adequately adapted to these new

needs of a vibrant society. By no means are the secondary schools of today prepared and ready to enfold in their membership this strange group of American youth. For workers in secondary education are not at all conversant with the needs of this type of youth today. There is pressing need for a survey of all of the youth of the nation, more intensive and comprehensive than any with which we are familiar. Such a survey should discover the basic needs of the youth of the nation; the number, the nature, the extent, and the implications of the youth problems; the relation of these problems to the social structure of the nation, to education, to religion, to the institutions of the home and family; and the geographic and economic location of these problems. The discovery of needs should be followed by a search for methods and materials for fulfilling those needs, for remedies to the problems of youth, for suggestions and experiments in the use of the methods and remedies outlined. Social institutions must be utilized in solving these problems. The offering of the church, the home, and the school must be revised in the light of the findings, the public must be educated to an appreciation of the program instituted and the difficulties involved. The public must be taught the necessity for supporting a program which will develop this neglected but vital part of our human resources.

Weaknesses of the high school. The elementary schools were built upon the need for a common foundation of fundamental knowledge. The universities of the early days in colonial history were designed as higher institutions for training in the professions. Preparatory schools for admittance into the universities were necessary. The high school developed as the isthmus connecting the island of the university with the mainland of the elementary school. But the isthmus was built out from the island

toward the mainland rather than from the mainland to the island. In other words the high school was built up from the needs of the university and has been developed since the earliest times in that direction. Only in recent years have there been attempts to widen the isthmus from the mainland. Great gains have been made in some sections in making the high school a development upward from the elementary school. The ideal to be achieved is the enlargement of the isthmus from the mainland to the point where no trace of either isthmus or island is discernible except perhaps a projecting cape at the outermost point of the island. Relics of the university influence on the high school are clearly evident in the curriculum. According to the recent survey of secondary education "tabulation of the 30 classics most frequently required in junior and senior high schools reveals the fact that, with the exception of the addition of three novels of adventure from the nineteenth century, the list is practically identical with that required for college entrance in the year of 1890." (Summary p. 181) The emphasis in the teaching of composition is still decidedly concerned with whether expression is correct to the exclusion of every other objective proposed. The courses in social studies are still unduly organized in conventional form with the political aspects of history emphasized. Economics, civics, sociology, and geography are still organized as separate entities with considerable overlapping and too little interrelationships. Textbooks written in the conventional sequence of time and place are followed with considerable degree of rigidity. The courses of study in high school science have too often been constructed by teachers of each particular science. Each science therefore retains the individual character of that science and remains a direct preparatory course to college work

in that science. The content is dictated by the logical divisions of the subject and shows that those who made the courses either are too little conversant with the work outlined in earlier science courses or that they do not consider such preliminary instruction to be of significant value. In the field of mathematics the courses of study still follow somewhat closely the traditional college entrance requirement plan with the formal, disciplinary, and cultural aims predominate. There is too little indication that attention is given to the later vocational needs of pupils or that mathematics is made to apply to the modern world. Many schools devote almost entire emphasis in modern foreign language to formal grammar with actual neglect of the reading materials included in textbooks. In Latin the college entrance examination fixes the content of the high school course placing the emphasis upon vocabulary forms, syntax, and the English-Latin rather than the Latin-English approach. The "sight reading" as recommended by the classical Investigation is interpreted by many teachers to mean "sight translation." Even art, one of the mis-called "frills" in secondary education, is not free from the grip of tradition for the survey report states that "Neither objectives, the subject matter, nor the teaching methods of art seem to have been based on objective studies but follow either tradition or meet conditions unique in certain localities." (Summary p. 209.)

The picture of our secondary schools just described does not seem very promising in providing secondary education for the four million and more of youth not now in high school.

But there is also a bright side to the picture. I have indicated selected findings from the survey which represent static or backward practice. Let me now point out some of the encouraging find-

ings in these selected outstanding schools which will indicate the trend toward a new and more adequate type of high school.

In English grammar some cities have definitely abandoned a fixed level of mastery by every pupil as inconsistent with the known range of individual abilities of high school classes. There is a trend toward requiring only that amount of grammar which is necessary to function in correct speech and writing. Where there is recognition of the need for effective oral English the tendency is toward conversation rather than formal public speaking of the orator type. There is a shifting of emphasis in composition from style and form to the fundamentals of expression with English definitely considered as a tool of thought and expression for public and private life. Extensive reading by means of the free or directed reading methods and the elimination of intensive study of a single masterpiece have shifted the objectives in literature to an extension of pupil understanding through vicarious experience, and the development of desire and standards of evaluation to continue reading. There is a growing tendency to assume that the problem of English belongs to all departments and responsibility is not confined to a single English department. Reorganized courses of study indicate a tendency to group the content of English work on a functional basis around centers of expression.

In the social studies encouragement is seen in the stating of objectives in terms of understandings, abilities, and appreciations. The recognition of the need for a new organization of content is evident but teachers realize that they must await the provision of more adequate classroom and library facilities, smaller class groups, and an abundance of well selected and organized reading materials adapted to the needs of new

and desired methods. The greatest need is for a cumulative social studies program beginning in the earliest years and to which pupils will be exposed continuously until the end of the secondary school career.

In science courses there is a trend toward the unit plan where principles, concepts, generalizations, and understandings are sought through the organization of content. Workbooks and work sheets are a step in securing a more adequate efficiency of teaching but there remains the greater task of integration. There is evident a greater emphasis in the more recent courses of study on the interpretation of environment and the shifting from quantitative to qualitative science. There is great need in this field for the cumulative type of program beginning early in the elementary school and extending throughout the secondary school.

Waning college influence combined with relaxation of college requirements is bringing a decrease in the amount of mathematics required for high school graduation. Courses of study in some of the more progressive schools show a shifting to objectives more practical in character and the elimination of many traditional and growingly more useless topics. Functional thinking is still neglected but there is evidence of effort to devote attention to the social and economic uses of mathematics and to the correlation of mathematics with other fields. Considerable difficulty has been experienced in the selection of materials adapted to both the college-going and the non-college going groups.

In modern foreign language there is a definite trend toward deferring speaking and writing until the later years and holding as dominate aims ability to read, knowledge of the foreign country, and relationship of the language to English. In Latin there appears to be a better organization of materials for the achieve-

ment of the ultimate aims of relating the Latin to English and of acquainting pupils with the life and customs of the Romans. Those who know most about it say that progress in making Latin function in the life of high school pupils "lies in the direction of the preparation of an abundance of interesting graded reading material, adapted in large measure from classical authors, in which the vocabulary and syntactical matter are carefully selected and systematically controlled."

In spite of the recency of the acceptance of music in the curriculum, today's broadening music curriculum shows evidences of progressive thinking and practices, and gives promise of a constantly expanding usefulness in the cultural equipment of modern America. The newer aims in art; appreciation for all, and creative self-expression with recognition for the talented few, show evidence of the modern direction toward which the high school is moving.

New social-economic goals. Many of these changes in practice point directly to the type of high school which must be provided for the future. If the high school is to be an upward extension of the elementary school, it must retain the characteristics of the elementary school. It must retain some general and foundational characteristics rather than becoming predominantly specific and vocational. If the age at which youth can enter industry is raised by society then the point at which the specific and vocational can supplant the general and foundational can be raised correspondingly. The vocational can be pushed to the later years of high school and above the high school there can follow intensive specialization, technical, and professional schools. Today workers spend but eight hours of the day at their occupation. Tomorrow this time may be still further materially reduced. The

major task for the high school education of the future need not therefore be in the acquisition of skill in the performance activities of occupation. More largely will the task lie in the direction of the development of habits, ideals, appreciations, and attitudes which will function desirably in the increasing out-of-occupation hours so vital in the life of the individual and of the nation. Such a purpose will require a type of content, for a part at least, foreign to the present high school curriculum. It will direct us to look carefully and intensively into the common community life of the state or nation. It will encourage us to take those common out-of-occupation activities and build from them a series of instructional units that will actually function in the life of the community. It will compel a search for that content which will relate those activities to the past and to the future. And then let there be active performance duties by these high school pupils in the life of the community. There should be learning through living activities. Political graft, public selfishness, and hypocrisy exist because of the indifference of citizens. Let us train our future citizens to an alertness of local life. High school pupils wade through intricate Latin declensions, troublesome French irregular verbs, and complicated algebraic and geometric solutions. The intricacies of the social and economic life of the community are not more difficult, and an understanding of that life gives increasingly greater promise of profit to the nation.

Cultural training must be given. But the dangers involved must not be overlooked. For if we train toward a high standard in cultural life we must level upward opportunities to enjoy that cultural life. The opera, the stage, the art galleries must be available and open to the lowest levels in the economic scale.

It is folly to train when the doors of realization are permanently barred.

The type of instruction proposed here does not need to end at the age of 18. It is a type which lends itself admirably to extension throughout the life of the individual. As individuals become older they are faced with new problems in their out-of-occupation life. Young people fall in love, marry, set up a home, rear a family, and continuously both boy and girl, bride and groom, husband and wife, father and mother are in need of information, instruction, and direction which will lead to more active and flexible personality and a greater degree of physical, economic, mental, and spiritual security. Such education should be made free and desirable.

While the high school of the future will doubtless be freed from some of its former responsibility to hold as a major objective direct vocational training, there is one aspect of vocational education for which the high school should still accept large responsibility. With the type of curriculum suggested teachers will have ample opportunity to discover among pupils aptitudes and abilities which will point the way in a guidance program.

If secondary education of the type indicated is to be given to all, then there should be made provision to assist in a financial way those who are not able to care for themselves. In many cases it may be necessary to provide food, shelter, and clothing, for the needy. Also assistance will be necessary for those who live in regions of very sparse population or in sections where roads are not improved. However, if the high school is to function effectively in the community the roads of the community should be improved, or the sections should be gradually eliminated from private ownership through encouragement of the population to move to more desirable locations.

If the physical environment of the homes of the pupils is of a nature to endanger the health of the pupils, then those homes should be improved either directly, through state funds or indirectly through the avenue of the pupils themselves.

Organization, methods, instructional material, building arrangements, and teacher training must undergo vital changes in order to become adapted to the type of secondary school of the future which must take some ten million or more young people and mold them into active flexible personalities demanded in a democracy of a new order.

From what has been said it is clear that the high school of the future must articulate closely with the elementary school for it is destined in the future to receive within its walls not simply a fraction of those who have been cared for in the elementary schools. It must care for all of them. Then, too, there must be a close articulation between the high school and adult education. Education in the future promises to be a continuous process ending not at the end of the elementary grades nor at the end of the secondary period, nor even at the end of a course in higher education. The whole problem of community health and recreation including library facilities and all leisure time occupations tinged with the educational element might well come within the supervision of school officials. The schools already have many of the necessary facilities for such a purpose. They have the organization, they have a nucleus of grounds, gymnasiums, auditoriums, libraries. To this might well be transferred and added until the needs would be met through one unified and continuous program.

There is another articulation that will have to be effected, also. The traditional high school preparing for college articulated with the college by yielding

to the demands made upon it by the college. The function of the high school has broadened and will of necessity broaden still further. Higher education must do its part in seeking a more desirable articulation. Such articulation will come about. It may come about through voluntary adjustments of existing institutions. It may have to come about through an added system of higher education in the form of diversified higher institutions supplementing those under private or state control at the present time. Or the municipalities of sufficient size may have to create junior colleges through the extension upwards of their systems of secondary schools and this may be the desirable channel through which to effect the change. Such development has already occurred in certain communities. Students transferring from these schools however are having difficulty having their work evaluated and accepted by traditional higher institutions. If understandings are not worked out satisfactorily for the acceptance of such work by existing colleges and universities the cities will feel and doubtless yield to the pressure to extend their junior colleges into senior colleges and possibly even into new types of graduate schools. Here is certainly a problem that is worthy of cooperative thinking on the part of secondary school and college administrations.

The future high school in summary must be directed toward a new set of goals: First: The high school must serve as an agency for the development in this country of a people with a high degree of hereditary strength and innate capacity.

Second: The high school has, in the past, aided materially in the development and preservation of physical security for our people. It must continue to aid in the fight against disease and acci-

dent which menace our physical security.

Third: The high school has had as one of its objectives a command of the fundamental processes. It must continue to work toward the achievement of that objective in order that citizens may be able to participate to a still greater degree in the evolving culture of the race to the end that there may be developed those values, standards, and outlooks which are desirable in guiding human conduct.

Fourth: The high school must expand and intensify its efforts to develop personal initiative, discriminating judgment and choice, flexibility of thought and conduct, freedom for individual variation, and cooperativeness so that our citizens and society as a unit may possess an active flexible personality.

Fifth: The high school must aid society in the guidance, training, placement, and advancement of citizens in suitable occupations.

Sixth: The high school must contribute its share in the development of proper attitudes necessary to bring about an economic security to the whole of our citizenship rather than to a small favored group.

Seventh: The high school must develop a high regard for truth and the discovery of truth, to the end that society may feel mentally secure from the commercialized untruths and half truths of the press, radio, platform, and screen.

Eighth: The high school must champion equality of opportunity, the opportunity for each individual to attain his fullest possible development in order that he may live a healthy, happy, satisfying life in a comfortable sanitary home, with a useful employment which yields a comfortable income.

Ninth: The high school must develop the proper ideals and attitudes toward freedom, an element basic to self expres-

sion and satisfaction, and yet one that must be tempered by the freedom of other people.

Tenth: The high school must aid in developing that good will and understanding which is essential to fair play and justice.

The high school of the future will extend its facilities longitudinally and lat-

terly in order that the new courses may have their chance and in order that adults may add to their recreational and leisure time and enrichment. And upon this basis will be built vocational training and vocational rehabilitation when for any reason such becomes necessary, either from the individual or from the group point of view.

*North central
association of colleges
and secondary
schools-- Commission of
on institutions of
higher education*

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PROCEEDINGS OF THE COMMISSION ON INSTITUTIONS
OF HIGHER EDUCATION

GEORGE A. WORKS, Secretary

*with report and list of
accredited institutions
of higher education, 1917*

I. REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
AS APPROVED BY THE EXECUTIVE COMMITTEE AND THE ASSOCIATION

YOUR Commission on Institutions of Higher Education submits the following report of its activities for the current year. The recommendations concerning the changes in the accredited lists have been approved by the Executive Committee and are here presented for the information of the Association.

In accordance with the instructions from the Commission, all cases of accrediting were first heard in detail and passed upon by the Board of Review consisting of the following members:

President H. M. GAGE, Coe College
President A. H. UPHAM, Miami University
Principal GEORGE BUCK, Shortridge High School, Indianapolis
The Reverend Dr. Wm. F. CUNNINGHAM, C.S.C., University of Notre Dame
President W. P. MORGAN, Western Illinois State Teachers College
President HENRY M. WRISTON, Lawrence College
Dean GEO. A. WORKS, The University of Chicago

ACTIONS ON ACCREDITING INSTITUTIONS

Colleges—Reinspections

1. The following colleges ordered re-inspected prior to this meeting were continued on the accredited list:

Augustana College and Theological Seminary, Rock Island, Illinois
Butler University, Indianapolis, Indiana
Northern Illinois State Teachers College, De Kalb, Illinois
The James Millikin University (at Decatur), Decatur, Illinois
Nebraska State Normal College, Chadron, Nebraska
Nebraska State Teachers College, Kearney, Nebraska

Nebraska State Teachers College, Peru, Nebraska
Nebraska State Teachers College, Wayne, Nebraska
College of St. Benedict, St. Joseph, Minnesota
State Teachers College, Superior, Wisconsin

Colleges—New Applications

2. The following colleges, newly applying, were added to the accredited list:

Decorah College for Women, Decorah, Iowa (affiliated with Luther College, Decorah, Iowa)
University of Detroit, Detroit, Michigan
State Teachers College, River Falls, Wisconsin
Xavier University, Cincinnati, Ohio

Applications—Declined

3. The following applications were declined:

Ten colleges newly applying for accreditation
Two junior colleges newly applying for accreditation
Five colleges applying for transfer from the junior-college list to the list of colleges and universities

Resignations

4. It was voted to accept the resignation of the Colorado School of Mines, Golden, Colorado from the list of colleges and universities.

INTERPRETATIONS OF THE STATEMENT
OF POLICY

5. Resolved that any institution which schedules a game with another institution which has been dropped from its athletic conference or from membership in the Association for reasons in which

athletics were involved, or an institution which has been declined membership in the Association for reasons in which athletic conditions were involved, will be judged to have indicated an unsatisfactory condition in its own athletic program thereby; provided, however, that this rule may not operate as a punitive measure after the North Central Association has satisfied itself that the abuses have been rectified. In short, North Central reinstatement shall not be contingent upon conference reinstatement.

6. Voted (1) that an institution must have been in complete operation at least one year before it receives accreditation, and (2) that a junior college that becomes a senior college must have had the senior-college program in full operation for one year before it may be accredited.

7. Voted that when an institution has applied for accreditation by a local association or the state university of the state in which it is located and has failed to receive that recognition the North Central Association should not accredit the institution until it has received local accreditation.

ACTIONS ARISING FROM COMMITTEE REPORTS

Physical Education and Athletics

8. Voted to receive the report of the Committee on Physical Education and Athletics and to adopt the recommendations as follows:

A. That the Indiana Intercollegiate Conference be approved

B. That the Kansas College Athletic Conference be approved

C. That the Committee on Physical Education and Athletics be continued

Regional Conferences on the Results of the National Survey of Secondary Education

9. A report was received from the Committee on Regional Conferences on

the Results of the National Survey of Secondary Education, and the Committee was discontinued.

Subject-Matter Preparation of Secondary School Teachers

(A committee of the Commission on Curricula of Secondary Schools and Higher Institutions with one representative from the Commission on Institutions of Higher Education)

10. A report was received from the representative of the Commission on Institutions of Higher Education to the Committee on Subject-Matter Preparation of Secondary School Teachers.

EDUCATIONAL EXPERIMENTS

11. Voted to adopt the report on the Chicago Junior Colleges and to continue the supervising committee.

12. Voted to adopt the report on the experiment conducted by The University of Chicago and to continue the supervising committee.

13. Voted to adopt the report on the experiment conducted by the Colorado State Teachers College and to continue the supervising committee.

14. Voted to continue the committee supervising the experiment at Iowa State Teachers College and to call for a report at the annual meeting in 1937.

15. Voted to adopt the report on the Kansas City, Missouri, experiment and to continue the supervising committee for final report at the annual meeting of the Association in 1936.

16. Voted to adopt the report on the experiment conducted at Little Rock Junior College and to continue the supervising committee.

17. Voted to adopt the report on the Tulsa Curriculum Project and to continue the supervising committee for report at the annual meeting of the Association in 1937.

18. A report was received from the representative of the Commission on

Institutions of Higher Education to the Committee on Studies in Certain Curricula Fields—Mathematics (University of Nebraska), and it was voted to continue the representation on the committee. This is a committee of the Commission on Curricula of Secondary Schools and Higher Institutions with one representative from the Commission on Institutions of Higher Education.

19. Voted to authorize an experiment at Bethany College, Bethany, West Virginia, in the teaching of mathematics and to appoint a supervising committee.

MISCELLANEOUS

20. Voted to cooperate with the Commission on Secondary Schools in appointing a joint committee consisting of members of the Commission on Institutions of Higher Education and of members of the Commission on Secondary Schools to consider the policy of junior-college relationship.

21. Voted to elect the following officers:

Chairman—H. M. GAGE, Coe College

Vice-Chairman—A. H. UPHAM, Miami University

Secretary—GEO. A. WORKS, The University of Chicago

II. STATEMENT OF POLICY RELATIVE TO THE ACCREDITING OF INSTITUTIONS OF HIGHER EDUCATION

This statement of policy defines certain principles that will be followed in accrediting institutions of higher education. It is stated in general terms and includes brief descriptions of those characteristics of an institution that will be examined as a basis of accreditation.

This statement of policy is supplemented by a manual¹ which contains elaborations of the statements here given and detailed directions for the execution of the policy here set forth. Upon each important issue the Manual contains specific directions for the collection of information and such norms and criteria as will make possible a fair and intelligent evaluation of an institution.

I. MEMBERSHIP

The North Central Association of Colleges and Secondary Schools will accredit and admit to membership as an institution of higher education a university, college, junior college, or institution of similar character that is judged to be of acceptable quality in matters

¹A copy of the *Manual of Accrediting Procedures* may be obtained from the Secretary of the Commission for \$1.50.

later defined in this statement of principles. In the interpretation of this policy the liberty to integrate the whole or a part of a secondary school with a higher institution will be permitted.

Eligibility for membership will be based upon the character of an institution as a whole, including all the units within its organization. In the case of units, such as professional schools, that fall within the areas of other accrediting agencies, the actions of such accrediting agencies will be taken into account; but the Association does not bind itself to accept the judgment of these agencies.

II. PURPOSES OF ACCREDITING

The purposes of the Association in accrediting higher institutions are as follows:

1. To describe the characteristics of institutions worthy of public recognition as institutions of higher education.

2. To guide prospective students in the choice of an institution of higher education that will meet their needs.

3. To serve individual institutions as a guide in interinstitutional relations, such as the transfer of students, the conduct of intercollegiate student activities, the placement of

college graduates, and the selection of college faculties.

4. To assist secondary schools in the selection of teachers and in advising students as to a choice of institutions, and to promote in any other ways the coördination of secondary and higher education.

5. To stimulate through its accrediting practices the improvement of higher education in the territory of the North Central Association.

III. BASES OF ACCREDITING

An institution will be judged for accreditation upon the basis of the total pattern it presents as an institution of higher education. While institutions will be judged in terms of each of the characteristics noted in this statement of policy, it is recognized that wide variations will appear in the degree of excellence attained. It is accepted as a principle of procedure that superiority in some characteristic may be regarded as compensating, to some extent, for deficiencies in other respects. The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve.

IV. ELIGIBLE INSTITUTIONS

To be considered by the Association an institution must be legally authorized to confer collegiate degrees, or to offer a definitely described portion of a curriculum leading to such a degree, or to offer specialized curriculums leading to an academic certificate. An approved institution is not barred from offering curriculums terminating at the end of one, two, or three years if they are taught at the level of collegiate instruction. The curriculum should presuppose the completion of a secondary-school curriculum as a condition for entrance to the institution, or secondary courses should be so integrated with the curriculum of the institution itself as to guarantee the educational progress of students to a definite stage of advancement beyond the completion of the usual secondary-

school offering. Before an institution will be considered for accreditation, it must have been in operation long enough to make possible an evaluation of its program.

V. INDIVIDUALITY OF INSTITUTIONS

In its accrediting procedures the Association intends, within the general patterns of higher education, to observe such principles as will preserve whatever desirable individual qualities member institutions may have. While it is necessary to emphasize certain characteristics that are recognized as basic, such as the competence of the faculty, the representative character of the curriculum, effective administration, standards of student accomplishment, and financial adequacy, it is regarded as of prime importance also to protect such institutional variations as appear to be educationally sound. Even in these basic matters it is clear that considerable divergence from average or optimum conditions may occur without perceptibly detracting from the essential educational worth of an institution. Uniformity in every detail of institutional policies and practices is believed to be not only unnecessary, but undesirable. Well conceived experiments aimed to improve educational processes are considered essential to the growth of higher institutions and will be encouraged. (Manual, page 12.)

VI. INSTITUTIONAL PURPOSES AND CLIENTELE

Recognition will be given to the fact that the purposes of higher education are varied and that a particular institution may devote itself to a limited group of objectives and ignore others, except that no institution will be accredited that does not offer minimal facilities for general education, or require the completion of an adequate program of gen-

eral education at the collegiate level for admission.

Every institution that applies for accreditation will offer a definition of its purposes that will include the following items:

1. A statement of its objectives, if any, in general education.
2. A statement of the occupational objectives, if any, for which it offers training.
3. A statement of its objectives in individual development of students, including health and physical competence.

This statement of purposes must be accompanied by a statement of the institution's clientele showing the geographical area, the governmental unit, or the religious groups from which it draws students and from which financial support is derived.

The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve. (Manual, p. 16.)

VII. FACULTY

An institution should have a competent faculty, organized for effective service, and working under satisfactory conditions.

In determining the competence of the faculty, consideration will be given to the amount and kind of education that the individual members have received, to their experience in educational work, and to their scholarship as evidenced by scholarly publications and contact with learned societies. Attention will be given to the faculty requirements implied by the purposes of the institution. The educational qualifications of faculties in colleges of similar type will be considered in judging the competence of a faculty.

Under faculty organization consideration will be given to the number of the faculty in ratio to the number of students, to representation of the teaching fields, to the training of instructors in their fields of instruction, to group or-

ganization of the faculty, to faculty meetings, and to faculty committees.

Under satisfactory working conditions consideration will be given to the following: salary status; tenure; instructional load; recruiting, selection, and appointment; aids to faculty growth; and provisions for leaves of absence, retirement, insurance, housing, and recreation and community life. (Manual, page 21.)

VIII. CURRICULUM

The curriculum of an institution should contain the subject-matter offerings implied by its statement of objectives. In general these offerings include provisions for general education, advanced courses when the purposes of an institution require such offerings, and special courses appropriate to the specific objectives which the institution claims as among its functions.

An institution should provide appropriate facilities for general education unless, as may be the case in a particular institution, its program presupposes the completion of an adequate program of general education at the collegiate level prior to entrance.

The organization of the curriculum should be such as will best serve students of the type whose admission is implied by the declared purposes of the institution. Responsibility for the grouping of curriculum content, as by courses, departments or divisions, will lie with institutions. The merit of a curriculum organization will be judged primarily by the manner in which it functions.

The curriculum of an institution will be regarded as effective only when the faculty includes instructors competent by reason of educational preparation to offer instruction in announced courses.

The institution should be able to show clearly that the curriculum as described in published statements is effectively administered in the case of individual stu-

dents and that there is reasonable adherence to stated requirements in the awarding of degrees and certificates of progress. (Manual, page 37.)

IX. INSTRUCTION

An institution will be expected to show a sympathetic concern for the quality of instruction offered students and to give evidence of efforts to make instruction effective. Consideration will be given to the emphasis placed by the institution upon teaching competence in the selection and promotion of teachers, to the manner in which young instructors are inducted into teaching activities, to the aids that are provided as stimuli to the growth of individual members of the staff, to the institution's concern for high scholarship in students, to its emphasis upon the adjustment of the curriculum and teaching procedures to the abilities and interests of students, to efforts to make such examinations as are given more reliable and more accurate measures of student accomplishment, and to the alertness of the faculty to the instructional needs of students. Familiarity of the administration and faculty with current discussions of instructional problems at the college level and with recent experimental studies of college problems are further evidences of institutional alertness to the need for good college teaching. (Manual, page 42.)

X. LIBRARY

The library should provide the reading facilities needed to make the educational program effective, and there should be evidence that such facilities are appropriately used.

In estimating the adequacy of the library, attention will be given to the holdings of standard works of general and special reference, to the holdings of magazines and periodicals, and to the number and variety of books. The use

of the library by students and by the faculty, library expenditures over a period of years, the salaries of the library staff, the qualifications of the staff, and the administrative practices relating to the library will all be considered in this connection. (Manual, page 46.)

XI. INDUCTION OF STUDENTS

The policy of an institution in admitting students should be determined on the one hand by the purposes of the institution and on the other by the abilities, interests, and previous preparation of applicants. An institution should admit only those students whose educational interests are in harmony with the purposes of the institution and whose abilities and previous preparation qualify them to pursue the studies to which they are admitted.

In evaluating the practices of an institution in the induction of students, attention will be given to the provision for preregistration guidance in cooperation with secondary schools, to the criteria used in the selection of students, to the administration of the stated entrance requirements, and to the arrangements for introducing new students to the life and work of the institution. (Manual, page 50.)

XII. STUDENT PERSONNEL SERVICE

The student personnel service of an institution should assist students to analyze and understand their problems and to adjust themselves to the life and work of the institution.

Consideration will be given to the means employed by an institution to assist students in the selection of courses and curriculums, in solving immediate academic problems, in furthering their scholastic development, and in making suitable vocational choices and preparation. Attention will also be given to the practices of an institution in counseling

students about their health, their financial affairs, and their intimate personal affairs. The student's relation to extra-curriculum activities will also be studied. The practices of an institution in the provision and control of health services, in the housing and boarding of students, in the management of extra-curriculum activities, in the control of student conduct, and in financial assistance to students will be considered. (Manual, page 52.)

XIII. ADMINISTRATION

The administrative organization should be suitable for accomplishing the objectives of the institution. Adequate provision should be made for the performance of all administrative functions by a personnel competent in their respective lines of activity.

In evaluating the administration of an institution, the emphasis will be placed upon the manner in which the functions are performed rather than upon the organization or the personnel, although the suitability of the organization and the competence of the personnel cannot be ignored. Attention will be given to such matters as the constitution and activities of the board of control; the general system of administrative control; the administration of academic matters, such as curriculum, faculty personnel, and instruction; the business administration, including financial accounting, budgeting, purchasing, the collection of revenues, and the supervision of the finances of student activities; the administration of the physical plant; the management of invested funds, if any; the administration of the student personnel service; the administration of special educational activities, if any, such as summer session or extension services; and the system of records and reports. (Manual, page 60.)

XIV. FINANCE

The institution should provide evidence of financial resources adequate for and effectively applied to the support of its educational program.

The items of information to be considered in determining the adequacy of the financial support are the expenditure per student for educational purposes; the extent to which the institution is dependent upon student fees; the stability of the financing, as indicated by the amount of income per student from stable sources, and the avoidance of burdensome indebtedness; and the procedures in financial accounting and reporting. Necessary adjustments will be allowed for contributed services of instructors and administrative officers in Catholic institutions. (Manual, page 93.)

XV. PHYSICAL PLANT

The physical plant, comprising grounds, buildings, and equipment, should be adequate for the efficient conduct of the educational program and should contribute effectively to the realization of the accepted objectives of the institution.

In judging the plant, consideration will be given to the adequacy and effectiveness of such features as site; general type of buildings; service systems; classrooms, laboratories, and other facilities appropriate to the special purposes of the institution; office facilities; library building; facilities for health service, recreation, and athletics; dormitories; auditoriums; assembly rooms; and the operation and care of the plant. (Manual, page 109.)

XVI. INTERCOLLEGIATE ATHLETICS

If the institution maintains a program of intercollegiate athletics, the same

policies should prevail in regard to faculty, administration, and the management of students as are in force in connection with the other features of the institution.

In evaluating the athletic program, consideration will be given to the requirements for eligibility for participation; the distribution of scholarships, loan funds, grants of financial aid, and remunerative employment; the methods taken to safeguard the health of participants; the administrative organization; the financial control; and the competence of the staff. (Manual, page 116.)

XVII. INSTITUTION'S STUDY OF ITS PROBLEMS

An institution should continuously study its policies and procedures with a view to their improvement and should provide evidence that such useful studies are regularly made.

Consideration will be given to the means used by the institution in the investigation of its own problems, to the nature of the problems selected for study, to the staff making studies, to the methods employed, to the attitude of the administration toward and the support given to such studies, and to the manner in which the results are made available to the faculty, the administrative staff, and the interested clientele. It is recognized that such studies may be of many sorts, ranging from small inquiries of immediate service value to elaborately conducted experimental investigations. They may deal with any phase of the work of an institution, such as administration, curriculum, student personnel service, instruction, or any other matter of immediate or remote concern to the institution. An institution will be requested to provide typed or printed copies of completed studies. (Manual, page 111.)

XVIII. PUBLISHED LIST OF ACCREDITED INSTITUTIONS

The Association will publish one list of accredited institutions of higher education. Attached to the name of each institution in the list will be notations relative to such objective facts as are pertinent to a description of the characteristics of an institution.

XIX. CONTINUING REVISION OF POLICY PROCEDURES

The effect of this program of accrediting upon the welfare of institutions is the vital matter in its formulation and adoption. Continuous study leading to adjustment and improvement is accepted as necessary to the full fruitage of the plan and will be considered an integral part of the regular accrediting activities of the Association. It shall be the policy of the Commission to study the operation of the principles given in this statement of policy and of the detailed procedures described in the manual.

In pursuit of this policy, there will be collected periodically from member institutions such information as will contribute to the procedures of accrediting and will reveal the changing character of these institutions. It shall be the duty of the Secretary, with the counsel of the Board of Review, to conduct annually one or more detailed studies upon selected phases of the accrediting program. The study of any given year will include only a limited number of institutional characteristics, but they should be so chosen as to make it possible from time to time to determine improved procedures and criteria for the use of inspectors and the Board of Review. The results of such studies will be regularly reported to the Commission on Institutions of Higher Education.

III. ANNUAL REPORT OF THE SECRETARY OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

For the first time, this year all institutions making application for accreditation were evaluated in terms of the Statement of Policy and by means of the survey instead of by the standards and inspection. These changes were the result of the action taken at the last annual meeting of this Commission on the recommendation of the Committee on Revision of Standards. The adoption of the Statement of Policy called for the use of schedules entirely different from those that had been used for collecting data when the standards were operative. The result has been the placing upon institutions seeking membership in the Association of a very considerable burden in assembling data prior to the visits of the inspectors. The work involved has been heavier than it should be after the new procedures have been in operation for a time. Institutions did not know, at least in any detail, what information would be required and therefore they did not always have their records in a form that made it easily possible for them to supply the needed information. Naturally the forms from the Secretary's office were not so usable as they should be after more experience has been had with them. In spite of both of these facts, the reports from the institutions were on the whole satisfactory, although considerable remains to be done in some institutions to put the financial records in the form most generally regarded as acceptable by the leaders in educational accounting. After the data were received from institutions seeking accreditation, they were summarized in the Secretary's office; and copies of the summaries were placed in the hands of the members of the survey staff before they visited the institutions.

The persons chosen to make the surveys were:

Dean A. J. BRUMBAUGH, The University of Chicago

President O. R. LATHAM, Iowa State Teachers College

Dean C. H. OLDFATHER, University of Nebraska

Dr. JOHN DALE RUSSELL, The University of Chicago

The Reverend Dr. ALPHONSE M. SCHWITALLA, S.J., St. Louis University

President JOHN L. SEATON, Albion College

It was considered desirable to have the members of the survey staff begin their work on the basis of a common understanding of the problems involved and the procedures to be followed. As a means to this end, all the members save one came to Chicago and spent three days in making a survey and preparing a report on the Central Y.M.C.A. College. There is abundant evidence that this experience made for a better understanding and a greater degree of uniformity of procedure than would have been secured otherwise. Following the field work, the members of the survey staff came together and spent a day in an exchange of experiences and in formulating suggestions for improvement of the methods to be used next year.

Some financial compensation is given to those who participate in making surveys, but the Association is indebted to them for their willingness to do this work which is both exacting and strenuous. It was done by some members of the staff at considerable sacrifice of the professional responsibilities associated with their regular positions.

The number of inspections made this year was small; and, while there will be a somewhat larger number next year; it will be a matter of two or three years only before this method of evaluation of institutions will have disappeared. Those who serve on inspections are asked to contribute their services. The Association is under obligation to the following persons for service in this phase of its work:

Professor E. H. CAMERON, University of Illinois
 President H. M. GAGE, Coe College
 Professor JOHN GUY FOWLKES, University of Wisconsin
 President J. D. HILL, State Teachers College, Superior, Wisconsin
 President L. B. HOPKINS, Wabash College
 Dean GEORGE A. WORKS, The University of Chicago

SUMMARY OF ACCREDITING ACTIVITIES

Institutions Requesting Application Blanks

- 20 Colleges
- 25 Junior Colleges
- 6 Colleges for Transfer from the Junior-college List
-
- 51 TOTAL

Applications Received and Schedules Sent

- 14 Colleges
- 4 Junior Colleges
- 5 Colleges for Transfer from the Junior-college List
-
- 23 TOTAL

Application Schedules Received

- 13 Colleges
- 3 Junior Colleges
- 5 Colleges for Transfer from the Junior-college List
-
- 21 TOTAL

Surveys Following Applications

- 13 Colleges
- 2 Junior Colleges
- 5 Colleges for Transfer from the Junior-college List
-
- 20 TOTAL

Reinspections of Accredited Institutions

- 11 Colleges
- 0 Junior Colleges
-
- 11 TOTAL

Total for the Year Just Closed

- 22 Surveys
- 8 Inspections
- 1 Modified Survey
-
- 31 TOTAL

It will be recalled that under the procedures formerly used each member institution reported once in three years only, unless for some reason it was subject to an inspection or a special report. The adoption of the new plan of accreditation changed this feature. Now each institution reports annually on a part of the criteria included in the Statement of Policy so that over a period of four or five years the Association will have as complete a report on each item of the pattern map for each institution as can be obtained without a survey. This year information was called for on institutional purposes, clientele, library, and finance from all member institutions, and the schedules used were the same ones used in connection with the accreditation of institutions and therefore subject to the criticisms already mentioned. It is undoubtedly true that with experience the schedules can be improved, and some changes in the methods of keeping institutional records will make it possible for institutions to supply the needed information more promptly and with less work than was required this year. The work in the Secretary's office has been considerably handicapped by the failure of several institutions to make their reports until a very late hour. Formerly, it was customary in the case of the larger institutions to permit them to omit certain sections of the triennial reports. Under the Statement of Policy the pattern for the membership of the Association is determined by data from all member institutions. For the large institution this entails no small amount of work, but it is a contribution which they will have to be asked to make for the good of the Association.

It seems appropriate at this time to raise one or two basic questions that have financial implications regarding the future work of the Secretary's office.

The new accrediting procedures call for much more complete information about member institutions than has been obtained in the past. Merely to accumulate these data in an office will be of no benefit to the Association. They should be organized and interpreted for the member institutions in such a manner that they will have the largest possible measure of usefulness. Furthermore, it must always be borne in mind that under the new accrediting procedures the norms are determined by data from all the

instruction such as music, art, extension service, summer school, and graduate study. Time will not permit of any complete discussion of these, but attention should be directed to certain salient features.

In 1932 the Commission made provision by which independent schools of music and art could secure accreditation through the use of the survey. In each of these fields one institution has applied; but in each instance accreditation was declined, after a survey, on grounds that

FINANCIAL STATEMENT

	1934-1935			
	Appropriated	Expended	Balance	Deficit
Secretary's Office	\$ 5,250.00	\$ 6,042.12		\$ 792.12
COMMITTEES				
Physical Education and Athletics	1,000.00	36.10	\$ 963.90	
Revision of Standards	5,000.00	.....	5,000.00 ¹	
Board of Review	750.00	633.84	116.16	
TOTAL	\$12,000.00	\$6,712.06	\$6,080.06	\$ 792.12
BALANCE		5,287.94		5,287.94
	\$12,000.00	\$12,000.00	\$6,080.06	\$6,080.06

member institutions. Certain of these data, however, can be collected only through visitation of the institutions; and, since the accrediting procedures deal only with institutions that are for the most part border-line cases, it not only makes it desirable but imperative that each year visitations be made by members of the survey staff to some institutions that are in good standing. Manifestly, in cases of this nature the cost of the work should be borne by the Association. These visits should not only give a greater degree of validity to our accrediting procedures, but they should bring before the Association changes of a progressive character that are being worked out by member institutions.

Another type of problem that might well have study by the Association is presented by certain specialized forms of

were undoubtedly sound. There is reason to believe, however, that the quality of work in music and art done by these institutions is better than that done by a considerable proportion of the departments or schools of art and music in accredited institutions. There are changes carrying educational implications that these independent schools should make, but it seems quite as likely that there is much that might be learned from them that would improve the work in accredited institutions in these two fields.

Each year there are outcroppings in extension work, in the conduct of summer schools and in graduate study, indicating a lack of appreciation on the part of some member institutions of the importance of quality in these activities. All are susceptible of study, and there is little doubt that careful studies in these areas would result in a marked toning up of the work done by some of the member institutions.

¹ To cover the cost of printing the monographs in preparation as a part of the report of the Committee on Revision of Standards.

Such studies as have been suggested would make it possible for the Commission to have reported at its annual meeting information regarding the status of certain aspects of the work of member institutions in a form to be of assistance to presidents and faculties in the further development of the programs of their institutions. It should make possible a desirable change in emphasis of the Commission's work—a shift from regulation to education.

It will be remembered that the Committee on Revision of Standards recommended that reports be obtained on institutional finances for the current year. This suggestion was based on the realization that marked changes have taken place in the financial condition of most institutions in recent years. In accord with this suggestion, reports on finances were requested from all institutions. Certain information obtained from these reports is incorporated in this report in the hope that it may be of interest to member institutions. These data are subject to two limitations:

1. The Secretary's office has no means of checking on the accuracy of these reports. It is almost certain that errors have crept into the reports made by some member institutions. This statement is based on the experience with the financial reports made by institutions seeking accreditation, in which case checks were made. As institutions adjust their accounting procedures in accordance with the report of the National Committee on Standard Reports for Institutions of Higher Education these errors will undoubtedly be materially reduced in those items included under finance.

2. The compilation of these data were delayed until the last possible moment; but, in spite of this, reports have not been received from the University of Missouri and the University of Wisconsin.

The tables that follow are limited to financial statistics except the first three which contain information on enrollment. Later in the year a report will be made based on the information relating to libraries.

The institutions have been put in four groups: universities, teachers colleges, junior colleges, and other institutions. The institutions included under the first heading are limited to those in which there is a program of general graduate work offered and the doctorate is given. The following institutions are in this group:

- University of Arizona
- University of Chicago
- University of Cincinnati
- University of Colorado
- University of Denver
- De Paul University
- University of Illinois
- Indiana University
- Iowa State College of Agriculture and Mechanic Arts
- State University of Iowa
- Kansas State College of Agriculture and Applied Science
- University of Kansas
- Loyola University
- Marquette University
- Michigan State College of Agriculture and Applied Science
- University of Michigan
- University of Minnesota
- University of Missouri
- University of Nebraska
- University of North Dakota
- Northwestern University
- University of Notre Dame
- Ohio State University
- University of Oklahoma
- Purdue University
- St. Louis University
- Washington University
- West Virginia University
- Western Reserve University
- University of Wisconsin

Tables I–III include the data on enrollment. They have been incorporated in this report to give a general background regarding the size of member institutions.

Data were collected on the educational expenditure per student for the academic year 1933–34. Included under this heading are the following items: general administration and general expense, resident instruction and departmental

TABLE I
ENROLLMENT

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	28	3,206	569	10,159
Teachers college	40	890	238	1,960
Junior college	45	219	64	955
Other institution	163	370	101	4,593
All institutions	276	448	64	10,159

TABLE II
ENROLLMENT IN PUBLICLY SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	18	3,376	1,233	10,159
Teachers college	40	890	238	1,960
Junior college	27	291	84	955
Other institution	22	1,162	221	4,593
All institutions	107	850	84	10,159

TABLE III
ENROLLMENT IN ENDOWED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	10	2,306	569	8,081
Teachers college	0	—	—	—
Junior college	18	186	64	615
Other institution	141	332	101	1,900
All institutions	169	328	64	8,081

TABLE IV
WEIGHTED EXPENDITURE FOR EDUCATIONAL PURPOSES (Per Capita)

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	23	\$357	\$147	\$791
Teachers college	40	233	92	363
Junior college*	33	95	50	352
Other institution	132	192	76	665
All institutions**	228	208	76	791

* Weighted once ** Junior colleges weighted twice

research, libraries, and operation and maintenance of physical plant and other general services. It excludes expenditures for the support of auxiliary enterprises and activities, "such as residence halls, dining halls, student hospitals or infirmary, bookstore, athletics, and student union. Items of non-educational expense, such as annuities, interest on borrowed funds, outlays for financial campaigns,

and forms of student aid not involving service to the institution . . . are excluded from the educational expenditure."²

Tables IV-VI are based on the data furnished by member institutions, excluding Catholic schools.

In these tables the expenditures have

² Manual of Accrediting Procedures, Nov., 1934, page 95.

TABLE V
WEIGHTED EDUCATIONAL EXPENDITURE IN PUBLICLY SUPPORTED
INSTITUTIONS (Per Capita)

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	18	\$366	\$186	\$791
Teachers college	40	233	92	363
Junior college*	21	94	50	194
Other institution	22	230	124	419
All institutions** ...	101	232	89	791

* Weighted once

** Junior colleges weighted twice

TABLE VI
WEIGHTED EDUCATIONAL EXPENDITURE IN ENDOWED INSTITUTIONS
(Per Capita)

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	5	\$353	\$147	\$784
Teachers college	0	—	—	—
Junior college*	12	112	71	352
Other institution	110	188	76	665
All institutions** ...	127	188	76	784

* Weighted once

** Junior colleges weighted twice

been weighted according to the size of the institution and when comparisons are made between junior colleges and other institutions the junior colleges have been weighted for size and also as junior colleges so that they are directly comparable with the four-year institutions.

The Statement of Policy directs attention to amount of income per student from stable sources as one evidence of

stability in financing. Data on this phase for reporting institutions are in Tables VII-IX.

The evidences of stability in financial support are indicated by income from tax support or public funds, endowment income, continuing gifts or grants, and income from students. The percentages from these several sources are given in Tables X-XXIV.

TABLE VII
TOTAL STABLE INCOME PER STUDENT, WEIGHTED

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	23	\$447	\$127	\$696
Teachers college	40	235	95	360
Junior college*	33	101	50	327
Other institution	132	184	81	604
All institutions** ...	228	209	81	696

* Weighted once

** Junior colleges weighted twice

TABLE VIII
WEIGHTED TOTAL STABLE INCOME PER STUDENT IN PUBLICLY SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	18	\$456	\$186	\$557
Teachers college	40	235	95	360
Junior college*	21	94	50	165
Other institution	22	252	148	439
All institutions** ...	101	247	95	557

* Weighted once

** Junior colleges weighted twice

TABLE IX
WEIGHTED TOTAL STABLE INCOME PER STUDENT IN ENDOWED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	5	\$385	\$127	\$696
Teachers college	0	—	—	—
Junior college*	12	130	75	327
Other institution	110	170	81	604
All institutions** ...	127	179	81	696

* Weighted once

** Junior colleges weighted twice

TABLE X
PERCENTAGE THAT INCOME FROM STUDENT FEES IS OF EDUCATIONAL EXPENDITURE

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	23	23.34	12.30	78.26
Teachers college	40	17.50	0.00	38.00
Junior college	33	53.30	2.00	111.20
Other institution	132	55.50	4.97	99.90
All institutions	228	48.99	0.00	111.20

TABLE XI
PERCENTAGE THAT INCOME FROM STUDENT FEES IS OF EDUCATIONAL EXPENDITURE IN PUBLICLY SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	18	21.45	12.30	46.20
Teachers college	40	17.50	0.00	38.00
Junior college	21	36.00	2.00	77.30
Other institution	22	22.70	4.97	63.20
All institutions	101	21.00	0.00	77.30

TABLE XII
PERCENTAGE THAT INCOME FROM STUDENT FEES IS OF EDUCATIONAL
EXPENDITURE IN ENDOWED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	5	73.67	42.47	78.26
Teachers college	0	—	—	—
Junior college	12	82.60	49.00	111.20
Other institution	110	57.75	28.00	99.90
All institutions	127	59.00	28.00	111.20

TABLE XIII
PERCENTAGE OF STABLE INCOME FROM STUDENT FEES

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	23	22.47	10.26	85.74
Teachers college	40	15.84	0.00	38.36
Junior college	33	50.23	2.67	100.00
Other institution	132	59.35	5.09	95.16
All institutions	228	50.14	0.00	100.00

TABLE XIV
PERCENTAGE OF STABLE INCOME FROM STUDENT FEES IN PUBLICLY
SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	18	18.48	10.26	45.10
Teachers college	40	15.84	0.00	38.36
Junior college	21	35.93	2.67	77.34
Other institution	22	19.24	5.09	64.55
All institutions	101	18.70	0.00	77.34

TABLE XV
PERCENTAGE OF STABLE INCOME FROM STUDENT FEES IN
ENDOWED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	5	60.12	47.89	85.74
Teachers college	0	—	—	—
Junior college	12	78.98	49.03	100.00
Other institution	110	61.80	30.99	95.16
All institutions	127	62.16	30.99	100.00

TABLE XVI
PERCENTAGE OF STABLE INCOME FROM TAX SUPPORT

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	18	74.92	38.56	87.09
Teachers college	40	84.16	61.64	100.00
Junior college	21	64.07	22.66	97.33
Other institution	23	68.79	0.21	94.91
All institutions ..	102	75.92	0.21	100.00

TABLE XVII
PERCENTAGE OF STABLE INCOME FROM TAX SUPPORT IN PUBLICLY
SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	18	74.92	38.56	87.09
Teachers college	40	84.16	61.64	100.00
Junior college	21	64.07	22.66	97.33
Other institution	22	66.47	35.45	94.91
All institutions ..	101	75.96	22.66	100.00

TABLE XVIII
PERCENTAGE OF STABLE INCOME FROM TAX SUPPORT IN ENDOWED
INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	0	—	—	—
Teachers college	0	—	—	—
Junior college	0	—	—	—
Other institution	1	0.21	0.21	0.21
All institutions ..	1	0.21	0.21	0.21

TABLE XIX
PERCENTAGE OF STABLE INCOME FROM ENDOWMENT INCOME

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	19	6.19	0.37	52.11
Teachers college	2	6.34	4.34	8.33
Junior college	7	15.79	2.99	38.01
Other institution	117	23.12	0.18	69.01
All institutions	145	20.74	0.18	69.01

TABLE XX
PERCENTAGE OF STABLE INCOME FROM ENDOWMENT INCOME IN
PUBLICLY SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	14	1.55	0.37	14.79
Teachers college	2	6.34	4.34	8.33
Junior college	0	—	—	—
Other institution	11	5.71	0.62	27.80
All institutions	27	4.34	0.37	27.80

TABLE XXI
PERCENTAGE OF STABLE INCOME FROM ENDOWMENT INCOME IN ENDOWED
INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	5	15.90	11.70	52.11
Teachers college	0	—	—	—
Junior college	7	15.79	2.99	38.01
Other institution	106	24.82	0.18	69.01
All institutions	118	24.72	0.18	69.01

TABLE XXII
PERCENTAGE OF STABLE INCOME FROM GIFTS AND GRANTS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	9	6.15	1.31	23.98
Teachers college	2	1.42	.92	1.92
Junior college	10	14.88	.67	51.06
Other institution	90	9.04	.79	64.63
All institutions	111	9.45	.67	64.63

TABLE XXIII
PERCENTAGE OF STABLE INCOME FROM GIFTS AND GRANTS IN PUBLICLY
SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	5	6.15	1.31	23.42
Teachers college	2	1.42	.92	1.92
Junior college	0	—	—	—
Other institution	5	11.04	1.64	29.43
All institutions	12	4.51	.92	29.43

TABLE XXIV
PERCENTAGE OF STABLE INCOME FROM GIFTS AND GRANTS IN
ENDOWED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	4	6.88	1.47	23.98
Teachers college	0	—	—	—
Junior college	10	14.88	.67	51.06
Other institution	85	8.64	.79	64.63
All institutions	99	10.52	.67	64.63

The debt of an institution has a definite bearing on the funds available for educational purposes. In Tables XXV-XXXVI is given the basic information

for debt per student, total debt, interest paid per student, and percentage that interest constituted of total current expenditure.

TABLE XXV
DEBT PER STUDENT

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	8	\$96	\$12	\$645
Teachers college	3	3	3	217
Junior college	14	160	1	1123
Other institution	96	215	3	1415
All institutions	121	196	1	1415

TABLE XXVI
DEBT PER STUDENT IN PUBLICLY SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	4	\$38	\$12	\$275
Teachers college	3	3	3	217
Junior college	4	119	17	703
Other institution	3	365	331	377
All institutions	14	119	3	703

TABLE XXVII
DEBT PER STUDENT IN ENDOWED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	4	\$232	\$86	\$645
Teachers college	0	—	—	—
Junior college	10	300	1	1123
Other institution	93	200	3	1415
All institutions	107	200	1	1415

TABLE XXVIII

TOTAL DEBT

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	8	\$383,648	\$37,687	\$5,618,610
Teachers College	3	2,575	2,500	63,000
Junior college	14	87,000	386	447,207
Other institution	96	76,689	1,075	729,492
All institutions	121	83,000	386	5,618,610

TABLE XXIX

TOTAL DEBT IN PUBLICLY SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	4	\$133,907	\$37,687	\$877,000
Teachers college	3	2,575	2,500	63,000
Junior college	4	106,500	29,000	447,207
Other institution	3	345,537	179,000	443,250
All institutions	14	115,259	2,500	877,000

TABLE XXX

TOTAL DEBT IN ENDOWED INSTITUTIONS

Type of Institution	Number of Institutions	Minimum	Median	Maximum
University	4	\$921,000	\$134,446	\$5,618,610
Teachers college	0	—	—	—
Junior college	10	57,509	386	426,206
Other institution	93	75,975	1,075	729,492
All institutions	107	77,378	386	5,618,610

TABLE XXXI

INTEREST PAID, AMOUNT PER STUDENT

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	7	\$7.37	\$1.17	\$38.80
Teachers college	2	6.29	.63	11.95
Junior college	12	28.30	.82	112.90
Other institution	93	11.20	.13	82.87
All institutions	114	11.32	.13	112.90

TABLE XXXII

INTEREST PAID, AMOUNT PER STUDENT IN PUBLICLY SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	3	\$2.94	\$1.17	\$12.50
Teachers college	2	6.29	.63	11.95
Junior college	4	22.22	7.18	39.29
Other institution	3	16.30	13.65	17.95
All institutions	12	13.08	.63	39.29

TABLE XXXIII

INTEREST PAID, AMOUNT PER STUDENT IN ENDOWED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	4	\$14.14	\$6.66	\$38.80
Teachers college	0	—	—	—
Junior college	8	35.25	.82	112.90
Other institution	90	10.88	.13	82.87
All institutions	102	11.10	.13	112.90

TABLE XXXIV

PERCENTAGE THAT INTEREST IS OF TOTAL CURRENT EXPENDITURE

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	7	2.29	.25	14.93
Teachers college	2	1.96	.27	3.65
Junior college	12	3.97	.36	25.00
Other institution	92	3.15	.03	17.50
All institutions	113	3.20	.03	25.00

TABLE XXXV

PERCENTAGE THAT INTEREST IS OF TOTAL CURRENT EXPENDITURE IN PUBLICLY SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	3	.32	.25	3.00
Teachers college	2	1.96	.27	3.65
Junior college	4	3.95	2.00	22.00
Other institution	3	5.08	4.43	8.60
All institutions	12	3.52	.25	22.00

TABLE XXXVI

PERCENTAGE THAT INTEREST IS OF TOTAL CURRENT EXPENDITURE IN ENDOWED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	4	3.23	2.09	14.93
Teachers college	0	—	—	—
Junior college	8	4.48	.36	25.00
Other institution	89	3.00	.03	17.50
All institutions	101	3.10	.03	25.00

The history of institutional indebtedness for the past four years is shown in Tables XXXVII-XLII. The discrepancy between the number of institutions reporting an indebtedness as given in

Table XXVIII and the number showing either increases or decreases during the four-year period is due to the fact that five institutions had eliminated all indebtedness before the end of the period.

TABLE XXXVII
AVERAGE INCREASE IN DEBT FOR THE PAST FOUR YEARS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	3	\$86,100	\$5,190	\$356,863
Teachers college	1	15,750	15,750	15,750
Junior college	8	2,568	97	20,750
Other institution	46	9,767	549	51,575
All institutions ..	58	9,704	97	356,863

TABLE XXXVIII
AVERAGE INCREASE IN DEBT FOR THE PAST FOUR YEARS IN PUBLICLY
SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	2	\$45,645	\$5,190	\$86,100
Teachers college	1	15,750	15,750	15,750
Junior college	2	20,657	20,564	20,750
Other institution	2	18,297	7,254	29,340
All institutions ..	7	20,564	5,190	86,100

TABLE XXXIX
AVERAGE INCREASE IN DEBT FOR THE PAST FOUR YEARS IN
ENDOWED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	1	\$356,863	\$356,863	\$356,863
Teachers college	0	—	—	—
Junior college	6	1,704	97	9,065
Other institution	44	9,767	549	51,575
All institutions ..	51	9,065	97	356,863

TABLE XL
AVERAGE DECREASE IN DEBT FOR PAST FOUR YEARS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	6	\$13,388	\$6,854	\$40,000
Teachers college	2	4,948	2,500	7,396
Junior college	7	4,125	1,406	20,478
Other institution	53	7,650	400	29,371
All institutions ..	68	7,612	400	40,000

TABLE XLI
AVERAGE DECREASE IN DEBT FOR PAST FOUR YEARS IN PUBLICLY
SUPPORTED INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	3	\$12,350	\$6,854	\$14,426
Teachers college	2	4,948	2,500	7,396
Junior college	2	10,500	9,000	12,000
Other institution	2	18,625	15,000	22,250
All institutions ..	9	12,000	2,500	22,250

TABLE XLII
AVERAGE DECREASE IN DEBT FOR THE PAST FOUR YEARS IN ENDOWED
INSTITUTIONS

Type of Institution	Number of Institutions	Median	Minimum	Maximum
University	3	\$26,875	\$9,136	\$40,000
Teachers college	0	—	—	—
Junior college	5	2,250	1,406	20,478
Other institution	51	7,574	400	29,371
All institutions ..	59	7,574	400	40,000

IV. LIST OF ACCREDITED INSTITUTIONS OF HIGHER EDUCATION—1935

Effective April, 1935, to April, 1936

All of the member institutions have been classified under one of the following heads:

Liberal arts college
Liberal arts college and professional schools
Junior college
Teachers college
Technological institution
University

The term "University" has been restricted to those cases where general graduate work has been developed and carried to the doctor's degree in several fields.

"Liberal arts college and professional schools" has been used in the case of institutions having university organization but not giving graduate work to the level of the doctorate in several fields.

"Technological institution" has been applied to those institutions in which a large share of the work is in technical fields.

Explanation of Dates. The dates listed are dates of accrediting, not dates of membership. The first accredited list was

published in 1913, and no institution was accredited prior to that time.

A dash connecting two dates indicates continuous accrediting during the period specified; e.g. 1915-1919 means continuous accrediting from 1915 to 1919 inclusive. A date followed by a dash only indicates continuous accrediting to and including the current year.

A semicolon indicates that the institution was on the list for the one year specified, but was not on the list for the following year, unless the next entry shows a change of classification for the next year.

Example: Iowa State Teachers College at Cedar Falls was on the first accredited list published by the Association in 1913 and was continuously accredited to and including 1916; was not on the list issued in 1917, but was restored in 1918 and continuously accredited to and including 1929 as a teacher-training institution as indicated by the second footnote. It was transferred to the list of colleges and universities in 1930.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Akron, University of	Liberal arts college and professional schools	Akron, Ohio	H. E. Simmons	1914- 1915-1921
Albion College	Liberal arts college	Albion, Mich.	John L. Seaton	1923- 1916-
Alma College	Liberal arts college	Alma, Mich.	H. M. Crooks	1916-
Antioch College	Liberal arts college	Yellow Springs, O.	Arthur E. Morgan, Pres. Algo D. Henderson, Acting Pres.	1927-
Arizona State Teachers College at Flagstaff	Teachers college	Flagstaff, Ariz.	T. J. Torney	1930-
Arizona State Teachers College	Teachers college	Tempe, Ariz.	Grady Gammage	1931-
Arizona, University of	University	Tucson, Ariz.	Homer L. Shantz	1917-
Arkansas Polytechnic College	Junior college	Russellville, Ark.	J. W. Hull	1930-
[Arkansas] State Agricultural and Mechanical College	Junior college	Magnolia, Ark.	Chas. A. Overstreet	1929-
[Arkansas] State Agricultural and Mechanical College, Fourth District	Junior college	Monticello, Ark.	Hugh Critz	1928-
Arkansas State College	Liberal arts college	Jonesboro, Ark.	V. C. Kays	1928-1932* 1933-
Arkansas State Teachers College	Teachers college	Conway, Ark.	H. L. McAlister	1931-
Arkansas, University of	Liberal arts college and professional schools	Fayetteville, Ark.	J. C. Futrell	1924-
Armour Institute of Technology	Technological institution	Chicago, Ill.	Willard Eugene Hotchkiss	1916-
Augustana College	Liberal arts college and professional school (music)	Sioux Falls, S.D.	Clemens M. Granskou	1931-
Augustana College and Theological Seminary	Liberal arts college and professional schools	Rock Island, Ill.	Conrad Bergendoff	1913-
Baker University	Liberal arts college and professional school (music)	Baldwin City, Kans.	Wallace B. Fleming	1913-
Baldwin-Wallace College	Liberal arts college	Berea, Ohio	Louis Clinton Wright	1913; 1915-
Ball State Teachers College	Teachers college	Muncie, Ind.	L. A. Pittenger	1925-1929† 1930-
Battle Creek College	Liberal arts college and professional schools	Battle Creek, Mich.	Emil Leffler	1926-
Bay City Junior College	Junior college	Bay City, Mich.	Geo. E. Butterfield, Dean	1927-
Beloit College	Liberal arts college	Beloit, Wis.	Irving Maurer	1913-

* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Bethany College	Liberal arts college	Bethany, W. Va.	W. H. Cramblet	1920-
Bethany College	Liberal arts college and professional school (music, art, and expression)	Lindsborg, Kans.	Ernst F. Pihlblad	1932-
Blackburn College	Junior college	Carlinville, Ill.	William M. Hudson	1918; 1931-
Bowling Green State College	Liberal arts college and professional school (educa- tion)	Bowling Green, O.	H. B. Williams	1916-1931†
Bradley Polytechnic Institute	Liberal arts college and professional schools	Peoria, Ill.	Frederic R. Hamilton	1932-
Rutler University	Liberal arts college and professional schools	Indianapolis, Ind.	J. W. Putnam	1913-1923* 1924-
Calvin College	Liberal arts college	Grand Rapids, Mich.	Ralph Stob	1915-1929 1931-
Capital University	Liberal arts college and professional schools	Columbus (Bexley), Ohio	Otto Mees	1930-
Carleton College	Liberal arts college	Northfield, Minn.	Donald J. Cowling	1921-
Carroll College ¹	Liberal arts college	Helena, Mont.	Emmet Riley	1913-
Carroll College	Liberal arts college and professional school (music)	Waukesha, Wis.	W. A. Ganfield	1920-1931* 1932
Carroll University (See John Carroll)	Liberal arts college	Carthage, Ill.	I. W. Bingham	1913-
Case School of Applied Science	Technological institution	Cleveland, Ohio	Wm. E. Wickenden	1916-
Central College	Junior college	Conway, Ark.	J. S. Rogers	1913-
Central College	Liberal arts college	Fayette, Mo.	Robt. H. Ruff	1925-
Central State (See name of state)				1913; 1915-

¹ Prior to May, 1932, Carroll College was known as Mount St. Charles College.

† Accredited as a teacher-training institution for the first dates listed.

* Accredited as a junior college for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Central YMCA College	Liberal arts college and professional school (commerce) (accredited as a junior college but gives four years of work)	Chicago, Ill.	T. H. Nelson	1924-
Chicago, The University of	University	Chicago, Ill.	Robert M. Hutchins	1913-
Christian College	Junior college	Columbia, Mo.	J. C. Miller, Acting Pres.	1918; 1923-
Cincinnati, University of	University	Cincinnati, Ohio	Raymond Walters	1913-
City of (See name of city)				
Clarke College ²	Liberal arts college	Dubuque, Iowa	Sister Mary Agatha Farrell	1918-
Coe College	Liberal arts college	Cedar Rapids, Iowa	H. M. Gage	1913-
College of (See most significant term)				
Colorado College	Liberal arts college and professional school (music and art)	Colorado Springs, Colo.	Thurston J. Davies	1915-
Colorado State College of Agriculture and Mechanic Arts	Technological institution	Fort Collins, Colo.	Chas. A. Lory	1925-
Colorado State College of Education	Teachers college ³	Greeley, Colo.	G. W. Frasier	1916-1927†
Colorado, University of	University	Boulder, Colo.	George Norlin	1928-
Colorado, Western State College of	Liberal arts college and professional school (education)	Gunnison, Colo.	Charles Clinton Casey	1915-1928†
Colorado Woman's College	Junior college	Denver, Colo.	J. E. Huchingson	1929-
Columbia College ⁴	Liberal arts college	Dubuque, Iowa	Thomas Conry	1932-
Concord State Teachers College	Teachers college	Athens, W. Va.	J. F. Marsh	1917-
Concordia College	Liberal arts college	Moorhead, Minn.	J. N. Brown	1931-
Cornell College	Liberal arts college	Mt. Vernon, Iowa	H. J. Burgstahler	1927-
Creighton University	Liberal arts college and professional schools	Omaha, Nebr.	Patrick J. Mahan	1916-
Culver-Stockton College	Liberal arts college	Canton, Mo.	John Hepler Wood	1924-

² Prior to 1928 Clarke College was known as Mount St. Joseph College.

³ Offers work leading to the doctorate in education.

⁴ Prior to 1921 Columbia College was known as Dubuque College.

† Accredited as a teacher-training institution for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Dakota Wesleyan University	Liberal arts college and professional school (music)	Mitchell, S. Dak.	Earl A. Readman	1913; 1916-
Dayton, University of	Liberal arts college and professional school (engineer- ing)	Dayton, Ohio	Walter C. Tredfin	1928-
Decorah College for Women (affiliated with Luther College)	Liberal arts college	Decorah, Iowa	Ottar Tinglum	1935-
Denison University	Liberal arts college and professional schools (music and education)	Granville, Ohio	Avery A. Shaw	1913-
Denver, University of	Liberal arts college and professional schools	Denver, Colo.	Frederick M. Hunter, Chancellor	1914-
De Paul University	Liberal arts college and professional schools	Chicago, Ill.	F. V. Corcoran	1935-
De Pauw University	Liberal arts college and professional school (music)	Greencastle, Ind.	G. Bromley Oxnam	1915-
<i>Detroit, College of the City of</i> (See Wayne University)				
Detroit, University of	Liberal arts college and professional schools	Detroit, Mich.	A. H. Poetker	1931-1933
Doane College	Liberal arts college	Crete, Nebr.	Edwin B. Dean	1935-
Drake University	Liberal arts college and professional schools	Des Moines, Iowa	D. W. Morehouse	1913-
Drury College	Liberal arts college	Springfield, Mo.	Thomas W. Nadal	1915-
<i>Dubuque College</i> (See Columbia College)				
Dubuque, University of	Liberal arts college and profes- sional school (theology)	Dubuque, Iowa	Paul H. Buchholz	1922-
Duluth Junior College	Junior college	Duluth, Minn.	R. D. Chadwick, Dean	1930-
Earlham College	Liberal arts college	Richmond, Ind.	William Cullen Dennis	1915-
<i>Eastern</i> (See name of state)				
Elmhurst College	Liberal arts college	Elmhurst, Ill.	Timothy Lehmann	1924-1933*
Emmanuel Missionary College	Liberal arts college (accredited as a junior college but gives four years of work)	Berrien Springs, Mich.	Thomas W. Steen	1922-

* Accredited as a junior college for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Emporia, College of	Liberal arts college and professional school (music)	Emporia, Kans.	John Bailey Kelly	1913-
Eureka College	Liberal arts college	Eureka, Ill.	Clyde L. Lyon	1924-
Evansville College	Liberal arts college	Evansville, Ind.	Earl E. Harper	1931-
Eveleth Junior College	Junior college	Eveleth, Minn.	O. H. Gibson, Dean	1931-
Findlay College	Liberal arts college and profes- sional schools (commerce and music)	Findlay, Ohio	Homer R. Dunathan	1933-
Flat River, Junior College of	Junior college	Flat River, Mo.	Wesley A. Deneke, Dean	1926-
Flint Junior College	Junior college	Flint, Mich.	W. S. Shattuck, Dean	1926-
Fort Hays Kansas State College ⁵	Liberal arts college	Hays, Kans.	C. E. Rarick	1915-1929†
Frances Shimer Junior College	Junior college	Mount Carroll, Ill.	Floyd C. Wilcox	1930-
Franklin College	Liberal arts college	Franklin, Ind.	William Gear Spencer	1920-
Friends University	Liberal arts college and profes- sional schools (Bible and music)	Wichita, Kans.	David M. Edwards	1915-1926
George Williams College	Junior college	Chicago, Ill.	Edward C. Jenkins	1928-
Graceland College	Junior college	Lamoni, Iowa	G. N. Briggs	1934-
Grand Rapids Junior College	Junior college	Grand Rapids, Mich.	Arthur Andrews	1920-
Grinnell College	Liberal arts college	Grinnell, Iowa	John S. Nollen	1917-
Gustavus Adolphus College	Liberal arts college and professional school (music)	St. Peter, Minn.	O. J. Johnson	1913-
Hamline University	Liberal arts college	St. Paul, Minn.	Charles Nelson Pace	1915- 1914-1932
Hanover College	Liberal arts college	Hanover, Ind.	Albert G. Parker, Jr.	1934-
Harris Teachers College	Teachers college	St. Louis, Mo.	C. G. Vannest, Principal	1915- 1924-1932†
Hastings College	Liberal arts college	Hastings, Nebr.	J. W. Creighton	1933-
Heidelberg College	Liberal arts college and professional school (music)	Tiffin, Ohio	Charles E. Miller	1916- 1913-

⁵ Prior to 1931 Fort Hays Kansas State College was known as Kansas State Teachers College.

† Accredited as a teacher-training institution for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Henderson State Teachers College	Teachers college	Arkadelphia, Ark.	J. P. Womack	1934-
Hendrix College ^e	Liberal arts college	Conway, Ark.	John H. Reynolds	1924-
Hibbing Junior College	Junior college	Hibbing, Minn.	H. A. Drescher, Dean	1922-
Highland Park Junior College	Junior college	Highland Park, Mich.	Geo. I. Altenburg, Dean	1921-
Hillsdale College	Liberal arts college	Hillsdale, Mich.	Willfred O. Mauck	1915; 1919-
Hiram College	Liberal arts college	Hiram, Ohio	Kenneth Irving Brown	1914-
Hope College	Liberal arts college	Holland, Mich.	Wynand Wichers	1915-1921
Huron College	Liberal arts college and professional school (music)	Huron, S. Dak.	Frank L. Eversull	1923-
Illinois College	Liberal arts college	Jacksonville, Ill.	Harold C. Jaquith	1915-
Illinois State Normal University	Teachers college	Normal, Ill.	R. W. Fairchild	1913-1928† 1929; 1930; †
Illinois State Normal University, Southern	Teachers college	Carbondale, Ill.	Geo. O. Wham, Acting Pres.	1931- 1913-1930†
Illinois State Teachers College, Eastern	Teachers college	Charleston, Ill.	Robert G. Buzzard	1931- 1915-1927†
Illinois State Teachers College, Northern	Teachers college	De Kalb, Ill.	Karl L. Adams	1928-
Illinois State Teachers College, Western	Teachers college	Macomb, Ill.	W. P. Morgan	1931- 1913-1927†
Illinois, University of	University	Urbana, Ill.	Arthur Cutts Willard	1928-
Illinois Wesleyan University	Liberal arts college and professional schools	Bloomington, Ill.	Harry Wright McPherson	1913-
Illinois Woman's College (See MacMurray College)	Teachers college	Terre Haute, Ind.	Ralph N. Tirey	1915-1929†
Indiana State Teachers College	University	Bloomington, Ind.	William L. Bryan	1930- 1913-
Indiana University	University	Ames, Iowa	R. M. Hughes	1916-
Indiana (See also Ball State)	Teachers college	Cedar Falls, Iowa	O. R. Latham	1913-1916† 1918-1929†
Iowa State College of Agriculture and Mechanic Arts	University			1930-
Iowa State Teachers College	Teachers college			

^e In 1930 Hendrix College was known as Hendrix-Henderson College.

† Accredited as a teacher-training institution for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Iowa, State University of	University	Iowa City, Iowa	Eugene A. Gilmore	1913-
Iowa Wesleyan College	Liberal arts college	Mount Pleasant, Iowa	James E. Coons	1916-1929 1933-
Jackson Junior College	Junior college	Jackson, Mich.	Harold Steele	1933-
James Millikin University (at Decatur), The	Liberal arts college	Decatur, Ill.	John C. Hessler	1914-
Jamestown College	Liberal arts college	Jamestown, N. Dak.	B. H. Kroeze	1920-
Jefferson City Junior College	Junior college	Jefferson City, Mo.	Wm. F. Knox, Supt.	1934-
John Carroll University	Liberal arts college	Cleveland, Ohio	B. J. Rodman	1922-
Joliet Junior College	Junior college	Joliet, Ill.	W. W. Haggard, Supt.	1917-
Kalamazoo College	Liberal arts college	Kalamazoo, Mich.	Charles True Goodsell, Acting Pres.	1915-
Kansas City, Junior College of [†]	Junior college	Kansas City, Mo.	E. M. Bainter	1918-
Kansas City, Teachers College of	Teachers college (accredited as a junior college but offers four years of work)	Kansas City, Mo.	G. W. Diemer	1925-1929† 1930-
Kansas State College of Agriculture and Applied Science	Technological institution	Manhattan, Kans.	F. D. Farrell	1916-
Kansas State Teachers College of Emporia	Teachers college	Emporia, Kans.	Thomas W. Butcher	1915-1927† 1928-
Kansas State Teachers College of Hays (See Fort Hays)	Teachers college	Pittsburg, Kans.	W. A. Brandenburg	1915-1929† 1930-
Kansas, University of	University	Lawrence, Kans.	E. H. Lindley, Chancellor	1913-
Kemper Military School	Junior college	Boonville, Mo.	A. M. Hitch, Supt.	1927-
Kent State University	Liberal arts college and profes- sional school (education)	Kent, Ohio	J. O. Engleman	1915-1932† 1933-
Knox College	Liberal arts college	Galesburg, Ill.	Albert Britt	1913-
La Crosse State Teachers College (See Wisconsin)	Junior college	La Salle, Ill.	Director unappointed	1929-
La Salle-Peru-Oglesby Junior College	Liberal arts college	Painesville, Ohio	Vivian B. Small	1913-
Lake Erie College	Liberal arts college	Lake Forest, Ill.	Herbert McComb Moore	1913-
Lake Forest College	Liberal arts college	Lake Forest, Ill.	Herbert McComb Moore	1913-

[†] Prior to 1919 the Junior College of Kansas City was known as Kansas City Polytechnic Institute.

† Accredited as a teacher-training institution for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Lawrence College	Liberal arts college and professional schools (music and paper chemistry, graduate)	Appleton, Wis.	Henry M. Wriston	1913-
Lewis Institute	Liberal arts college and professional school (technology)	Chicago, Ill.	G. N. Carman	1913-1917* 1918-
Lincoln College	Junior college	Lincoln, Ill.	Benjamin C. Moore, Acting Pres.	1929-
Lincoln University	Liberal arts college and professional schools	Jefferson City, Mo.	Chas. W. Florence	1926-1933†
Lindenwood College	Liberal arts college	St. Charles, Mo.	John L. Roemer	1934- 1918; 1921;*
Little Rock Junior College	Junior college	Little Rock, Ark.	John A. Larson	1922-
Loretto Heights College	Liberal arts college	Loretto, Colo.	Mother Ann Francis	1929-
Loyola University ⁸	Liberal arts college and professional schools	Chicago, Ill.	Samuel K. Wilson	1921-
Luther College	Liberal arts college	Decorah, Iowa	O. J. H. Preus	1915-
Lyons Township Junior College	Junior college	La Grange, Ill.	Geo. W. Willett, Supt.	1932-
Macalester College	Liberal arts college and professional school (music)	St. Paul, Minn.	John C. Acheson	1913; 1915-
MacMurray College for Women ⁹	Liberal arts college and professional school (music)	Jacksonville, Ill.	C. P. McClelland	1913-
Manchester College	Liberal arts college	North Manchester, Ind.	Otho Winger	1932-
Marietta College	Liberal arts college	Marietta, Ohio	Edward S. Parsons	1913-
Marquette University	Liberal arts college and professional school (education)	Milwaukee, Wis.	William M. Magee	1922-
Marshall College	Liberal arts college	Huntington, W. Va.	Morris P. Shawkey	1928-
Mary Manse College	Liberal arts college	Toledo, Ohio	Sister Pulcheria Whelan	1933-

⁸ Prior to 1923 the College of Arts and Sciences of Loyola University was accredited under the name of St. Ignatius College.

⁹ Prior to 1930 MacMurray College for Women was known as Illinois Woman's College.

* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Marygrove College ¹⁰	Liberal arts college and professional school (music)	Detroit, Mich.	George H. Derry	1926-
Marymount College	Liberal arts college	Salina, Kans.	Mother Mary Rose Waller	1932-
Mason City Junior College	Junior college	Mason City, Iowa	James Rae, Prin.	1919-
Miami University	Liberal arts college and professional schools	Oxford, Ohio	Alfred H. Upham	1913-
Michigan College of Mining and Technology	Technological institution	Houghton, Mich.	Wm. O. Hotchkiss	1928-
Michigan State College of Agriculture and Applied Science	University	East Lansing, Mich.	Robert Sidey Shaw	1915-1921 1923-
Michigan State Normal College	Teachers college	Ypsilanti, Mich.	J. M. Munson	1915-1927† 1928-
[Michigan] Central State Teachers College	Teachers college	Mt. Pleasant, Mich.	E. C. Warriner	1915-1921† 1923-1927† 1928-
[Michigan] Northern State Teachers College	Teachers college	Marquette, Mich.	W. H. Pearce	1916-1928† 1929-
[Michigan] Western State Teachers College	Teachers college	Kalamazoo, Mich.	D. B. Waldo	1915-1927† 1928-
Michigan, University of	University	Ann Arbor, Mich.	Alexander G. Ruthven	1913-
<i>Millikin</i> (See James Millikin)	Liberal arts college	Milwaukee, Wis.	Lucia R. Briggs	1913-
<i>Milwaukee State Teachers College</i> (See Wisconsin)	University	Minneapolis, Minn.	L. D. Coffman	1913-
Minnesota, University of	Teachers college	Warrensburg, Mo.	E. L. Hendricks	1915-1927† 1928-
Missouri State Teachers College, Central	Teachers college	Kirksville, Mo.	Eugene Fair	1914-1927† 1928-
Missouri State Teachers College, Northeast	Teachers college	Maryville, Mo.	Uel W. Lamkin	1921-1927† 1928-
Missouri State Teachers College, Northwest	Teachers college	Cape Girardeau, Mo.	W. W. Parker	1915-1927† 1928-

¹⁰ Prior to 1927 Marygrove College was located at Monroe, Michigan. Formerly known as St. Mary's College.

† Accredited as a teacher-training institution for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Missouri State Teachers College, Southwest	Teachers college	Springfield, Mo.	Roy Ellis	1915-1927†
Missouri, University of	University	Columbia, Mo.	Frederick A. Middlebush,	1928-
Missouri Valley College	Liberal arts college and professional school (music)	Marshall, Mo.	Acting Pres. George H. Mack	1913- 1916-
Monmouth College	Liberal arts college and professional school (music)	Monmouth, Ill.	T. H. McMichael	1913-
Monticello College	Junior college	Godfrey, Ill.	George Irwin Rohrbough	1917-
Morningside College	Liberal arts college and profes- sional schools (music and nursing)	Sioux City, Iowa	Robert E. O'Brian	1913-
Morton Junior College	Junior college	Cicero, Ill.	Ladimir M. Hrudka, Supt.	1927-
Mount Mary College ¹¹	Liberal arts college	Milwaukee, Wis.	Edward A. Fitzpatrick	1926-
Mount Mercy Junior College	Junior college	Cedar Rapids, Iowa	Sister Mary Cornelia	1932-
Mount St. Charles College (See Carroll College, Helena, Montana)				
Mount St. Joseph College (See Clarke College)				
Mount St. Joseph-on-the-Ohio, College of	Liberal arts college	Mount St. Joseph, Ohio	Mother Mary Regina	1932-
Mount St. Scholastica College	Liberal arts college	Atchison, Kans.	Mother Lucy Dooley	1934-
Mount Union College	Liberal arts college and professional school (music)	Alliance, Ohio	W. H. McMaster	1913-
Municipal (See name of city)				
Muskegon Junior College	Junior college	Muskegon, Mich.	A. G. Umbreit, Director	1929-
Muskingum College	Liberal arts college	New Concord, Ohio	Robert N. Montgomery	1919-
Nebraska State Normal College	Teachers college	Chadron, Nebr.	Robert I. Elliott	1915-1921† 1923-1932†
Nebraska State Teachers College	Teachers college	Kearney, Nebr.	George E. Martin	1933- 1916-1932†
Nebraska State Teachers College	Teachers college	Peru, Nebr.	W. R. Pate	1933- 1915-1932†
Nebraska State Teachers College	Teachers college	Wayne, Nebr.	U. S. Conn	1933- 1917-1932†

¹¹ Prior to 1929 Mount Mary College was known as St. Mary's College and was located at Prairie Du Chien, Wisconsin.

† Accredited as a teacher-training institution for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Nebraska, University of	University	Lincoln, Nebr.	E. A. Burnett, Chancellor	1913-
Nebraska Wesleyan University	Liberal arts college and professional schools	Lincoln, Nebr.	E. Guy Cutshall, Chancellor	1914-
New Mexico College of Agriculture and Mechanic Arts	Technological institution	State College, New Mex.	H. L. Kent	1926-
New Mexico, University of	Liberal arts college and professional schools	Albuquerque, New Mex.	J. F. Zimmerman	1922-
North Central College ¹²	Liberal arts college and professional school (music)	Naperville, Ill.	Edward E. Rall	1914-
North Dakota Agricultural College	Technological institution	Fargo, N. Dak.	John Henry Shepperd	1915-
North Dakota, University of	University	Grand Forks, N. Dak.	John C. West	1913-
North Park College	Junior college	Chicago, Ill.	Algoth Ohlson	1926-
<i>North-Western College</i> (See North Central College)				
<i>Northeast</i> (See name of state)				
<i>Northern</i> (See name of state)				
<i>Northwest</i> (See name of state)				
Northwestern University	University	Chicago and Evans- ton, Ill.	Walter Dill Scott	1913-
Notre Dame College	Liberal arts college	South Euclid, Ohio	Mother Mary Evarista	1931-
Notre Dame, University of	University	Notre Dame, Ind.	John F. O'Hara	1913-
Oberlin College	Liberal arts college and professional schools	Oberlin, Ohio	E. H. Wilkins	1913-
Ohio State University	University	Columbus, Ohio	George W. Rightmire	1913-
Ohio University	Liberal arts college and professional schools	Athens, Ohio	E. W. Chubb, Acting Pres.	1913-
Ohio Wesleyan University	Liberal arts college	Delaware, Ohio	Edmund D. Soper	1913-
<i>Ohio</i> (See also Bowling Green and Kent)				
Oklahoma Agricultural and Mechanical College	Technological institution	Stillwater, Okla.	Henry G. Bennett	1916-
Oklahoma College for Women	Liberal arts college	Chickasha, Okla.	M. A. Nash	1920-

¹² Prior to 1927 North Central College was known as North-Western College.

Institution	Type	Location	President or Chief Executive	Date Accredited
Oklahoma State Junior College, Northeastern	Junior college	.....Miami, Okla.	.....John E. Holcomb	.....1925-
Oklahoma, University of	University	.....Norman, Okla.	.....Wm. B. Bizzell	.....1913-
<i>Oshkosh State Teachers College</i> (See Wisconsin)				
Ottawa University	.....Liberal arts college	.....Ottawa, Kans.	.....W. P. Behan, Acting Pres.	.....1914-
Otterbein College	.....Liberal arts college and profes- sional schools (music and art)	.....Westerville, Ohio	.....W. G. Clippinger	.....1913-
Ottumwa Heights College ¹³	Junior college	.....Ottumwa, Iowa	.....Sister Hazel Marie Roth, Dean	.....1928-
Park College	.....Liberal arts college	.....Parkville, Mo.	.....F. W. Hawley	.....1913-
Parsons College	.....Liberal arts college	.....Fairfield, Iowa	.....Clarence W. Greene	.....1913-
Philips University	.....Liberal arts college and professional schools	.....Enid, Okla.	.....I. N. McCash	.....1919-
Phoenix Junior College	.....Junior college	.....Phoenix, Ariz.	.....E. W. Montgomery	.....1928-
Port Huron Junior College	.....Junior college	.....Port Huron, Mich.	.....L. A. Packard, Supt.	.....1930-
Potomac State School of West Virginia				
University	.....Junior college	.....Keyser, W.Va.	.....Jos. W. Stayman	.....1926-
Principia, The	.....Liberal arts college (accredited as a junior college but offers four years of work)	.....Elsah, Ill. ¹⁴	.....Frederic E. Morgan, Director	.....1923-
Purdue University	.....University	.....Lafayette, Ind.	.....Edward C. Elliott	.....1913-
Ripon College	.....Liberal arts college	.....Ripon, Wis.	.....Silas Evans	.....1913-1926
<i>River Falls State Teachers College</i> (See Wisconsin)				
Rockford College	.....Liberal arts college	.....Rockford, Ill.	.....Gordon Keith Chalmers	.....1928-
Rockhurst College	.....Liberal arts college (accredited as a junior college but offers four years of work)	.....Kansas City, Mo.	.....Daniel H. Conway	.....1934-
Rosary College ¹⁵	.....Liberal arts college	.....River Forest, Ill.	.....Sister Thomas Aquinas	.....1919-
Rose Polytechnic Institute	.....Technological institution	.....Terre Haute, Ind.	.....Donald B. Prentice	.....1916-
St. Ambrose College	.....Liberal arts college	.....Davenport, Iowa	.....Martin Cone	.....1927-
St. Benedict's College	.....Liberal arts college and professional schools	.....Atchison, Kans.	.....Martin Veth	.....1927-
St. Benedict, College of	.....Liberal arts college	.....St. Joseph, Minn.	.....Sister Rosamond Pratschner	.....1933-

¹³ Prior to 1930 Ottumwa Heights College was known as St. Joseph Junior College.

¹⁴ Located at St. Louis, Missouri, until Jan., 1935.

¹⁵ Prior to 1923 Rosary College was known as St. Clara College and was located at Sinsinawa, Wisconsin.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
St. Catherine, College of	Liberal arts college and professional schools	St. Paul, Minn.	Sister Antonia	1916-
St. Clara College, <i>Sinsinawa, Wis.</i> (See Rosary College)				
St. Ignatius College (See Loyola University)				
St. Joseph's College	Junior college	Collegeville, Ind.	Joseph B. Kenkel	1932-
St. Joseph Junior College (See Ottumwa Heights)				
St. Joseph Junior College	Junior college	St. Joseph, Mo.	Nelle Blum, Dean	1919-1921 1923-
St. Louis University	University	St. Louis, Mo.	Robert S. Johnston	1916-
Saint Mary College, The	Liberal arts college	Leavenworth, Kans.	Arthur M. Murphy	1928-1933*
St. Mary's College, <i>Monroe, Mich.</i> (See Marygrove College)				
St. Mary's College	Liberal arts college	Notre Dame, Ind.	Sister Madleva	1934-
St. Mary's College	Liberal arts college (accredited as a junior college but offers four years of work)	Winona, Minn.	Brother Leopold	1934-
St. Mary's of the Springs College	Liberal arts college	East Columbus, O.	Sister Mary Bernardine	1934-
St. Mary-of-the-Woods College	Liberal arts college	St. Mary-of-the- Woods, Ind.	Mother Mary Raphael	1919-
St. Norbert College	Liberal arts college (accredited as a junior college but offers four years of work)	West De Pere, Wis.	A. M. Keefe, Rector	1934-
St. Olaf College	Liberal arts college	Northfield, Minn.	L. W. Boe	1915-
St. Scholastica, College of	Liberal arts college	Duluth, Minn.	Mother Agnes Somers	1931-
Saint Teresa, College of	Liberal arts college and professional schools	Winona, Minn.	Mother Mary Aloysius Molloy	1917-
St. Thomas, College of	Liberal arts college	St. Paul, Minn.	James H. Moynihan	1916-
Shurtleff College	Liberal arts college	Alton, Ill.	Paul Lamont Thompson	1924-
Simpson College	Liberal arts college and professional school (music)	Indianola, Iowa	John L. Hillman	1913-
Sioux Falls College	Liberal arts college	Sioux Falls, S. Dak.	C. R. Sattgast	1931-1932*
South Dakota School of Mines	Technological institution	Rapid City, S. Dak.	Joseph P. Connolly, Acting Pres.	1933-
South Dakota State College of Agriculture and Mechanic Arts	Technological institution	Brookings, S. Dak.	Chas. W. Pugsley	1925- 1916; 1920-

* Accredited as a junior college for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
South Dakota, University of	Liberal arts college and professional schools ¹⁶	Vermillion, S. Dak.	Herman G. James	1913-
<i>Southeast</i> (See name of state)				
<i>Southwest</i> (See name of state)				
Southwestern College	Liberal arts college and professional school (music)	Winfield, Kans.	Frank E. Mossman	1918-1930
Springfield Junior College	Junior college	Springfield, Ill.	Mother M. Thomas	1932-
State (See name of state or city)				
Stephens College	Junior college	Columbia, Mo.	James M. Wood	1933-
Sterling College	Liberal arts college and professional school (music)	Sterling, Kans.	H. A. Kelsey	1918-
Stout Institute, The	Teachers college	Menomonie, Wis.	Burton E. Nelson	1928-
<i>Superior State Teachers College</i> (See Wisconsin)				
Tarkio College	Liberal arts college	Tarkio, Mo.	M. Earle Collins	1928-1931†
Thornton Junior College	Junior college	Harvey, Ill.	William E. McVey, Supt.	1932-
Toledo, University of	Liberal arts college and professional schools	Toledo, Ohio	Philip C. Nash	1922-1926
Tulsa, University of	Liberal arts college and professional schools	Tulsa, Okla.	R. L. Langenheimer, Acting Pres.	1928-
Union College	Liberal arts college (accredited as a junior college but offers four years of work)	Lincoln, Nebr.	M. L. Andreasen	1933-
<i>University of</i> (See most significant term)				
Ursuline College for Women	Liberal arts college	Cleveland, Ohio	Mother Mary Veronica	1931-
Valparaiso University	Liberal arts college and professional schools	Valparaiso, Ind.	O. C. Kreinheder	1929-
Virginia Junior College	Junior college	Virginia, Minn.	F. B. Moe, Dean	1925-
Wabash College	Liberal arts college	Crawfordsville, Ind.	L. B. Hopkins	1913-
Washburn College	Liberal arts college and professional schools	Topeka, Kans.	Philip C. King	1913-

¹⁶ Offers work leading to the doctorate in the social sciences.

† Accredited as a teacher-training institution for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Washington University	University	St. Louis, Mo.	George R. Throop, Chancellor	1913-
Wayne University ¹⁷	Liberal arts college and professional schools	Detroit, Mich.	Frank Cody, Pres. Chas. L. Spain, Exec. Vice-Pres.	1915-1924* 1925- 1925- 1930-
Webster College	Liberal arts college	Webster Groves, Mo.	George F. Donovan	1925-
Wentworth Military Academy	Junior college	Lexington, Mo.	S. Sellers	1930-
West Virginia State College	Liberal arts college and profes- sional school (technology)	Institute, W. Va.	John W. Davis	1927-
West Virginia University	University	Morgantown, W. Va.	Robert A. Armstrong, Acting Pres.	1926-1927 1930-
Western College	Liberal arts college	Oxford, Ohio	Ralph K. Hickok	1913-
Western Reserve University	University	Cleveland, Ohio	W. G. Leutner	1913-
Western (See also name of state)				
Westminster College	Liberal arts college	Fulton, Mo.	F. L. McCluer	1913; 1916-
Wheaton College	Liberal arts college and professional school (music)	Wheaton, Ill.	J. O. Buswell, Jr.	1913; 1916-
Wichita, Municipal University of	Liberal arts college and profes- sional schools	Wichita, Kans.	William M. Jardine	1927-1932 1934-
William Jewell College	Liberal arts college	Liberty, Mo.	John F. Herget	1915-
William Woods College	Junior college	Fulton, Mo.	H. G. Harmon	1919-
[Wisconsin] State Teachers College	Teachers college	La Crosse, Wis.	Geo. M. Snodgrass	1928-1929† 1930-
[Wisconsin] State Teachers College	Teachers college	Milwaukee, Wis.	Frank E. Baker	1915-1924† 1929-
[Wisconsin] State Teachers College	Teachers college	Oshkosh, Wis.	Forrest R. Polk	1915-1921† 1928; † 1929-
[Wisconsin] State Teachers College	Teachers college	River Falls, Wis.	J. H. Ames	1935-
[Wisconsin] State Teachers College	Teachers college	Superior, Wis.	J. D. Hill	1916-1932† 1933-

¹⁷ Prior to 1934 the liberal arts college of Wayne University was accredited as the College of the City of Detroit.

* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

Institution	Type	Location	President (or Chief Executive)	Date Accredited
Wisconsin, The University of	University	Madison, Wis.	Glenn Frank	1913-1916
Wittenberg College	Liberal arts college and professional schools			1919-
Wooster, The College of	Liberal arts college	Springfield, Ohio	R. E. Tulloss	1916-
Wyoming, University of	Liberal arts college and professional schools	Wooster, Ohio	Charles F. Wishart	1915-
Xavier University ¹⁸	Liberal arts college	Laramie, Wyo.	Arthur G. Crane	1915-1917
YMCA College (See Central YMCA)		Cincinnati, Ohio	Dennis F. Burns	1923-
Yankton College	Liberal arts college and professional schools	Yankton, S. Dak.	George W. Nash	1925-1933 1935-

¹⁸ Prior to 1930 Xavier University was known as St. Xavier College.

SUMMARY OF ACCREDITED INSTITUTIONS OF HIGHER EDUCATION

State	Colleges and Universities	Junior Colleges	Total	State	Colleges and Universities	Junior Colleges	Total
Arizona	3	1	4	Nebraska	9	1	10
Arkansas	5	5	10	New Mexico	2	0	2
Colorado	7	1	8	North Dakota	3	0	3
Illinois	29	14	43	Ohio	35	0	35
Indiana	17	1	18	Oklahoma	5	1	6
Iowa	17	4	21	South Dakota	8	0	8
Kansas	18	0	18	West Virginia	5	1	6
Michigan	17	8	25	Wisconsin	14	1	15
Minnesota	12	5	17	Wyoming	1	0	1
Missouri	20	11	31	TOTAL	228	54	282
Montana	1	0	1				

ACCREDITED INSTITUTIONS OUTSIDE N.C.A. TERRITORY

For several years the July issue of the QUARTERLY has carried the list of institutions of higher learning accredited or recognized by the various regional standardizing agencies other than the North Central Association. Such a list,

revised up to date, follows. This list also carries the name and address of the secretary or other official to whom correspondence relating to any of the institutions contained therein should be addressed.

I. THE NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

Secretary: P. S. FILER, Spokane, Washington

COLLEGES AND UNIVERSITIES

Albany College, Albany, Oregon
Brigham Young University, Provo, Utah
College of Holy Names, Oakland, California
College of Idaho, Caldwell, Idaho
College of Puget Sound, Tacoma, Washington
College of St. Mary of the Wasatch, Salt Lake City, Utah
Dominican College, San Rafael, California
Gonzaga University, Spokane, Washington
Immaculate Heart College, Hollywood, California
Intermountain Union College, Helena, Montana
Linfield College, McMinnville, Oregon
Loyola University, Los Angeles, California
Marylhurst College, Oswego, Oregon
Montana State College, Bozeman, Montana
Montana State School of Mines, Butte, Montana
Montana State University, Missoula, Montana
Mt. Angel College, Mt. Angel, Oregon
Mt. St. Mary's College, Los Angeles, California
Oregon State Agricultural College, Corvallis, Oregon
Pacific Union College, Angwin, California
Pacific University, Forest Grove, Oregon
Reed College, Portland, Oregon
San Francisco College for Women, San Francisco, California
St. Mary's College, Oakland, California
University of Alaska, Fairbanks, Alaska
University of Idaho, Moscow, Idaho
University of Oregon, Eugene, Oregon
The University of Portland, Portland, Oregon
University of Redlands, Redlands, California
University of San Francisco, San Francisco, California
University of Santa Clara, Santa Clara, California

University of Utah, Salt Lake City, Utah
University of Washington, Seattle, Washington
Utah State Agricultural College, Logan, Utah
Walla Walla College, Walla Walla, Washington
Washington State College, Pullman, Washington
Whitman College, Walla Walla, Washington
Whitworth College, Spokane, Washington
Willamette University, Salem, Oregon

NORMAL SCHOOLS AND TEACHERS COLLEGES

California State Teachers College, San Diego, California
Eastern Montana Normal School, Billings, Montana
Eastern Oregon Normal School, LaGrande, Oregon
Fresno State Teachers College, Fresno, California
Great Falls Normal School, Great Falls, Montana
Holy Names Normal School, Spokane, Washington
Idaho State Normal School, Albion, Idaho
Idaho State Normal School, Lewiston, Idaho
Marylhurst Normal School, Oswego, Oregon
Montana State Normal College, Dillon, Montana
Mt. Angel Normal School, Mt. Angel, Oregon
Oregon Normal School, Monmouth, Oregon
Seattle Pacific College, Seattle, Washington
Southern Oregon Normal School, Ashland, Oregon
Washington State Normal School, Bellingham, Washington
Washington State Normal School, Cheney, Washington
Washington State Normal School, Ellensburg, Washington

JUNIOR COLLEGES

Dixie Junior College, St. George, Utah
 Gooding College, Gooding, Idaho
 Great Falls Junior College, Great Falls, Montana
 Junior College of Billings Polytechnic Institute, Billings, Montana
 Northern Montana College, Havre, Montana
 Northwest Nazarene College, Nampa, Idaho

Seattle College, Seattle, Washington
 Snow College, Ephraim, Utah
 Southern California Junior College, Arlington, California
 St. Helen's Hall Junior College, Portland, Oregon
 St. Martin's College, Lacey, Washington
 University of Idaho, Southern Branch, Pocatello, Idaho
 Weber College, Ogden, Utah

II. THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Secretary: GUY E. SNAVELY, Birmingham, Alabama

SENIOR COLLEGES

Agnes Scott College, Decatur, Georgia
 Agricultural and Mechanical College of Texas, College Station, Texas
 Alabama College, Montevallo, Alabama
 Alabama Polytechnic Institute, Auburn, Alabama
 Alabama, University of, University, Alabama
² Baylor University, Waco, Texas
 Berea College, Berea, Kentucky
 Birmingham-Southern College, Birmingham, Alabama
 Blue Mountain College, Blue Mountain, Mississippi
¹ Brenau College, Gainesville, Georgia
¹ Bridgewater College, Bridgewater, Virginia
 Carson and Newman College, Jefferson City, Tennessee
 Catawba College, Salisbury, North Carolina
 Centenary College, Shreveport, Louisiana
 Centre College, Danville, Kentucky
 Charleston, The College of, Charleston, South Carolina
 Chattanooga, University of, Chattanooga, Tennessee
 Clemson College, Clemson, South Carolina
¹ Coker College, Hartsville, South Carolina
 Converse College, Spartanburg, South Carolina
 Davidson College, Davidson, North Carolina
 Delta State Teachers College, Cleveland, Mississippi
 Duke University, Durham, North Carolina
 East Carolina Teachers College, Greenville, North Carolina
 East Radford State Teachers College, East Radford, Virginia
 East Tennessee State Teachers College, Johnson City, Tennessee
 East Texas State Teachers College, Commerce, Texas
 Eastern Kentucky State Teachers College, Richmond, Kentucky
 Emory University, Atlanta, Georgia

Erskine College, Due West, South Carolina
 Florida State College for Women, Tallahassee, Florida
 Florida, University of, Gainesville, Florida
 Furman College, Greenville, South Carolina
 George Peabody College for Teachers, Nashville, Tennessee
 Georgetown College, Georgetown, Kentucky
 Georgia School of Technology, Atlanta, Georgia
 Georgia State College for Women, Milledgeville, Georgia
 Georgia State Woman's College, Valdosta, Georgia
 Georgia, University of, Athens, Georgia
¹ Greensboro College, Greensboro, North Carolina
 Guilford College, Guilford, North Carolina
 H. Sophie Newcomb Memorial College (see Tulane University)
 Hampden Sydney College, Hampden Sydney, Virginia
¹ Hardin-Simmons University, Abilene, Texas
 Hollins College, Hollins, Virginia
 Howard College, Birmingham, Alabama
¹ Huntingdon College, Montgomery, Alabama
 Incarnate Word College, San Antonio, Texas
 John B. Stetson University, De Land, Florida
 Judson College, Marion, Alabama
 Kentucky, University of, Lexington, Kentucky
 Limestone College, Gaffney, South Carolina
 Louisiana College, Pineville, Louisiana
 Louisiana Polytechnic Institute, Ruston, Louisiana
 Louisiana State University, Baton Rouge, Louisiana
 Louisiana State Normal College, Natchitoches, Louisiana
 Louisville, University of, Louisville, Kentucky
¹ Lynchburg College, Lynchburg, Virginia
 Mary Baldwin College, Staunton, Virginia

¹ Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

¹ Mary Hardin-Baylor College, Belton, Texas
 Maryville College, Maryville, Tennessee
 Mercer University, Macon, Georgia
 Meredith College, Raleigh, North Carolina
¹ Middle Tennessee State Teachers College, Murfreesboro, Tennessee
 Millsaps College, Jackson, Mississippi
 Mississippi College, Clinton, Mississippi
 Mississippi State College, State College, Mississippi
 Mississippi State College for Women, Columbus, Mississippi
 Mississippi, University of, Oxford, Mississippi
¹ Mississippi Woman's College, Hattiesburg, Mississippi
 Morehead State Teachers College, Morehead, Kentucky
 Murray State Teachers College, Murray, Kentucky
 North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina
 North Carolina, University of, Chapel Hill, North Carolina
 North Texas State Teachers College, Denton, Texas
 Our Lady of the Lake College, San Antonio, Texas
 Queens-Chicora College, Charlotte, North Carolina
 Randolph-Macon College, Ashland, Virginia
 Randolph-Macon Woman's College, Lynchburg, Virginia
 Rice Institute, Houston, Texas
 Richmond, University of, Richmond, Virginia
 Roanoke College, Salem, Virginia
 Rollins College, Winter Park, Florida
 Salem College, Winston-Salem, North Carolina
 Sam Houston State Teachers College, Huntsville, Texas
 Shorter College, Rome, Georgia
 South Carolina, University of, Columbia, South Carolina
 Southern Methodist University, Dallas, Texas
 Southwest Texas State Teachers College, San Marcos, Texas
 Southwestern Louisiana Institute, Lafayette, Louisiana
 Southwestern, Memphis, Tennessee
¹ Southwestern University, Georgetown, Texas
 Spring Hill College, Spring Hill, Alabama
 State Teachers College, Farmville, Virginia
 State Teachers College, Florence, Alabama
 State Teachers College, Troy, Alabama
 State Teachers College, Fredericksburg, Virginia
 State Teachers College, Harrisonburg, Virginia
 Stephen F. Austin State Teachers College, Nacogdoches, Texas

Sul Ross State Teachers College, Alpine, Texas
 Sweet Briar College, Sweet Briar, Virginia
 Tennessee, University of, Knoxville, Tennessee
 Texas Christian University, Fort Worth, Texas
 Texas College of Arts and Industries, Kingsville, Texas
 Texas State College for Women, Denton, Texas
 Texas Technological College, Lubbock, Texas
 Texas, University of, Austin, Texas
 The Citadel, Charleston, South Carolina
 Transylvania College, Lexington, Kentucky
¹ Trinity University, Waxahachie, Texas
 Tulane University, including H. Sophie Newcomb Memorial College, New Orleans, Louisiana
 Tusculum College, Greenville, Tennessee
 Union College, Barbourville, Kentucky
 University of the South, Sewanee, Tennessee
 Vanderbilt University, Nashville, Tennessee
 Virginia Military Institute, Blacksburg, Virginia
 Virginia, University of, Charlottesville, Virginia
 Virginia Polytechnic Institute, Blacksburg, Virginia
² Wake Forest College, Wake Forest, North Carolina
 Washington and Lee University, Lexington, Virginia
¹ Wesleyan College, Macon, Georgia
 Western Kentucky State Teachers College, Bowling Green, Kentucky
¹ West Tennessee State Teachers College, Memphis, Tennessee
 West Texas State Teachers College, Canyon, Texas
² William and Mary, College of, Williamsburg, Virginia
 Winthrop College, Rock Hill, South Carolina
 Wofford College, Spartanburg, South Carolina
 Woman's College of the University of North Carolina, Greensboro, North Carolina

ON PROBATION

Emory and Henry College, Emory, Virginia
 Lenoir Rhyne College, Hickory, North Carolina
 Loyola University, New Orleans, Louisiana
 Presbyterian College, Clinton, South Carolina

JUNIOR COLLEGES

Amarillo College, Amarillo, Texas
 Averett College, Danville, Virginia
 Bethel Woman's College, Hopkinsville, Kentucky

² Not now fully meeting Standard Number 18, but continued on the approved list pending the removal of deficiency.

Brownsville Junior College, Brownsville, Texas
 Cumberland College, Williamsburg, Kentucky
 Edinburg College, Edinburg, Texas
 Georgia Southwestern College, Americus, Georgia
 Gulf Park College, Gulfport, Mississippi
 Harrison-Stone-Jackson Agricultural High School and Junior College, Perkinston, Mississippi
³ Hinds Junior College, Raymond, Mississippi
 Holmes County Junior College, Goodman, Mississippi
⁵ John Tarleton Agricultural College, Stephenville, Texas
 Junior College of Augusta, Augusta, Georgia
 Lamar College, Beaumont, Texas
⁴ Lon Morris College, Jacksonville, Texas
 Marion Institute, Marion, Alabama
 Mars Hill College, Mars Hill, North Carolina
 Middle Georgia College, Cochran, Georgia
 Mount St. Joseph Junior College, Maple Mount, Kentucky
 Nazareth Junior College, Nazareth, Kentucky
 Paris Junior College, Paris, Texas
⁵ Pearl River College, Poplarville, Mississippi
⁶ Pikeville College, Pikeville, Kentucky
 Sacred Heart College, Louisville, Kentucky
 St. Bernard College, St. Bernard, Alabama
 St. Mary's School, Raleigh, North Carolina
 St. Petersburg Junior College, St. Petersburg, Florida
 Schreiner Institute, Kerrville, Texas
 South Georgia College, Douglas, Georgia
 Sue Bennett College, London, Kentucky
 Sunflower County Junior College, Moorhead, Mississippi
 Tennessee Wesleyan College, Athens, Tennessee
 Texarkana Junior College, Texarkana, Texas
 Tyler Junior College, Tyler, Texas
 Virginia Intermount College, Bristol, Virginia
 Ward-Belmont School, Nashville, Tennessee
 Whitworth College, Brookhaven, Mississippi

ON PROBATION

Andrew College, Cuthbert, Georgia
 Sullins College, Bristol, Virginia

COLLEGES AND UNIVERSITIES FOR
NEGRO YOUTH

STANDARD FOUR-YEAR COLLEGES—CLASS "A"

Talladega College, Talladega, Alabama
 Tuskegee Normal and Industrial Institute, Tuskegee, Alabama
 Atlanta University, Atlanta, Georgia

³ Failure to observe Standard 17.

⁴ Failure to observe Standard 5.

⁵ Failure to observe Standards 5, 10, 11.

⁶ Failure to observe Standard 7.

Morehouse College, Atlanta, Georgia
 Spelman College, Atlanta, Georgia
 Fisk University, Nashville, Tennessee
 Hampton Institute, Hampton, Virginia
 Johnson C. Smith University, Charlotte, North Carolina
 Virginia State College for Negroes, Petersburg, Virginia
 Wiley College, Marshall, Texas
 Prairie View State Normal and Industrial College, Prairie View, Texas

STANDARD FOUR-YEAR COLLEGES—CLASS "B"⁷

Florida A. and M. College, Tallahassee, Florida
 Clark University, Atlanta, Georgia
 Paine College, Augusta, Georgia
 Kentucky State Industrial College, Frankfort, Kentucky
 Louisville Municipal College for Negroes, Louisville, Kentucky
 Xavier University, New Orleans, Louisiana
 Southern University, Baton Rouge, Louisiana
 Tougaloo College, Tougaloo, Mississippi
 Bennett College, Greensboro, North Carolina
 North Carolina College for Negroes, Durham, North Carolina
 North Carolina A. and T. College, Greensboro, North Carolina
 State A. and M. College, Orangeburg, South Carolina
 Knoxville College, Knoxville, Tennessee
 LeMoyne College, Memphis, Tennessee
 Bishop College, Marshall, Texas
 Virginia Union University, Richmond, Virginia
 Morris Brown College, Atlanta, Georgia
 Saint Augustine's College, Raleigh, North Carolina
 Shaw University, Raleigh, North Carolina
 Tillotson College, Austin, Texas
 Samuel Huston College, Austin, Texas
 Texas College, Tyler, Texas

ON PROBATION

Livingstone College, Salisbury, North Carolina

STANDARD TWO-YEAR JUNIOR COLLEGES—
CLASS "A"

Fort Valley Normal and Industrial School, Fort Valley, Georgia
 Barber-Scotia Junior College, Concord, North Carolina

⁷ Institutions in this class do not meet in full one or more of the standards set up by the Association for four-year colleges, but the general quality of their work is such as to warrant the admission of their graduates to any institution requiring the bachelor's degree for entrance.

STANDARD TWO-YEAR JUNIOR COLLEGES—
CLASS "B"⁸

Bethune Cookman College, Daytona Beach,
Florida

Houston Colored Junior College, Houston,
Texas
State A. and M. Institute, Normal, Alabama
Florida Normal and Industrial Institute, St.
Augustine, Florida
Mary Allen Seminary, Crockett, Texas

III. MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Acting Chairman: WILSON FARRAND, Newark Academy, Newark, New, Jersey

University of Delaware, Newark, Delaware
American University, Washington, D.C.
Catholic University, Washington, D.C.
Georgetown University, Washington, D.C.
George Washington University, Washington,
D.C.
Howard University, Washington, D.C.
Trinity College, Washington, D.C.
College of Notre Dame of Maryland, Balti-
more, Maryland
Goucher College, Baltimore, Maryland
Hood College, Frederick, Maryland
Johns Hopkins University, Baltimore, Mary-
land
Loyola College, Baltimore, Maryland
Morgan College, Baltimore, Maryland
Mount St. Mary's College, Emmitsburg, Mary-
land
St. John's College, Annapolis, Maryland
St. Joseph's College, Emmitsburg, Maryland
University of Maryland, College Park, Mary-
land
Washington College, Chestertown, Maryland
Western Maryland College, Westminster,
Maryland
Brothers College, Madison, New Jersey
College of St. Elizabeth, Convent, New Jersey
Georgian Court College, Lakewood, New Jer-
sey
Newark College of Engineering, Newark, New
Jersey
New Jersey College for Women, New Brun-
swick, New Jersey
Princeton University, Princeton, New Jersey
Rutgers University, New Brunswick, New Jer-
sey
Seton Hall College, South Orange, New Jersey
Stevens Institute of Technology, Hoboken,
New Jersey
Adelphi College, Garden City, New York
Alfred University, Alfred, New York
Bard College, Annandale-on-Hudson, New
York

Barnard College, New York City
Brooklyn College, Brooklyn, New York
Canisius College, Buffalo, New York
Clarkson College of Technology, Potsdam,
New York
Colgate University, Hamilton, New York
College of the City of New York, New York
City
College of Mount St. Vincent-on-Hudson,
New York City
College of New Rochelle, New Rochelle, New
York
College of the Sacred Heart, New York City
College of St. Rose, Albany, New York
Columbia University, New York City
Cornell University, Ithaca, New York
D'Youville College, Buffalo, New York
Elmira College, Elmira, New York
Fordham University, New York City
Good Counsel College, White Plains, New York
Hamilton College, Clinton, New York
Hobart College, Geneva, New York
Hunter College, New York City
Keuka College, Keuka Park, New York
Manhattan College, New York City
Marymount College, Tarrytown, New York
Nazareth College, Rochester, New York
New York University, New York City
Niagara University, Niagara Falls, New York
Polytechnic Institute of Brooklyn, Brooklyn,
New York
Rensselaer Polytechnic Institute, Troy, New
York
Russell Sage College, Troy, New York
St. Bonaventure's College, Allegany, New York
St. John's College, Brooklyn, New York
St. Joseph's College for Women, Brooklyn,
New York
St. Lawrence University, Canton, New York
Skidmore College, Saratoga Springs, New York
William Smith College, Geneva, New York
Syracuse University, Syracuse, New York
Union University, Schenectady, New York
University of Buffalo, Buffalo, New York
University of Rochester, Rochester, New York
Vassar College, Poughkeepsie, New York
Wells College, Aurora, New York
Albright College, Reading, Pennsylvania
Allegheny College, Meadville, Pennsylvania

⁸ Institutions in this class do not yet meet in full one or more of the standards set up by this Association for junior colleges, but the general quality of their work is such as to warrant the admission of their graduates into the junior year of any standard four-year college.

Bryn Mawr College, Bryn Mawr, Pennsylvania
 Bucknell University, Lewisburg, Pennsylvania
 Carnegie Institute of Technology, Pittsburgh, Pennsylvania
 Dickinson College, Carlisle, Pennsylvania
 Drexel Institute, Philadelphia, Pennsylvania
 Franklin and Marshall College, Lancaster, Pennsylvania
 Geneva College, Beaver Falls, Pennsylvania
 Gettysburg College, Gettysburg, Pennsylvania
 Grove City College, Grove City, Pennsylvania
 Haverford College, Haverford, Pennsylvania
 Immaculata College, Immaculata, Pennsylvania
 Juniata College, Huntingdon, Pennsylvania
 Lafayette College, Easton, Pennsylvania
 LaSalle College, Philadelphia, Pennsylvania
 Lebanon Valley College, Annville, Pennsylvania
 Lehigh University, Bethlehem, Pennsylvania
 Lincoln University, Lincoln University, Pennsylvania
 Marywood College, Scranton, Pennsylvania
 Mercyhurst College, Erie, Pennsylvania
 Moravian College (for men), Bethlehem, Pennsylvania
 Mount St. Joseph College, Philadelphia, Pennsylvania
 Muhlenberg College, Allentown, Pennsylvania
 Pennsylvania College for Women, Pittsburgh, Pennsylvania
 Pennsylvania State College, State College, Pennsylvania
 Rosemont College, Rosemont, Pennsylvania
 St. Joseph's College, Philadelphia, Pennsylvania

St. Thomas College, Scranton, Pennsylvania
 St. Vincent College, Latrobe, Pennsylvania
 Seton Hill College, Greensburg, Pennsylvania
 Susquehanna University, Selinsgrove, Pennsylvania
 Swarthmore College, Swarthmore, Pennsylvania
 Temple University, Philadelphia, Pennsylvania
 Thiel College, Greenville, Pennsylvania
 University of Pennsylvania, Philadelphia, Pennsylvania
 University of Pittsburgh, Pittsburgh, Pennsylvania
 Ursinus College, Collegeville, Pennsylvania
 Villa Maria College, Erie, Pennsylvania
 Villanova College, Villanova, Pennsylvania
 Washington and Jefferson College, Washington, Pennsylvania
 Westminster College, New Wilmington, Pennsylvania
 Wilson College, Chambersburg, Pennsylvania

JUNIOR COLLEGES

Centenary Collegiate Institute, Hackettstown, New Jersey
 Columbia Junior College, Washington, D.C.
 Junior College of Georgetown Visitation Convent, Washington, D.C.
 Packer Collegiate Institute, Brooklyn, New York
 Sarah Lawrence College, Bronxville, New York
 Seth Low Junior College, Brooklyn, New York
 Williamsport-Dickinson Junior College, Williamsport, Pennsylvania

IV. NEW ENGLAND ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS¹

Secretary: GEORGE S. MILLER, Tufts College, Medford, Massachusetts

Albertus Magnus College, New Haven, Connecticut
 American International College, Springfield, Massachusetts
 Amherst College, Amherst, Massachusetts
 Bates College, Lewiston, Maine
 Boston University, Boston, Massachusetts
 Bowdoin College, Brunswick, Maine
 Brown University, Providence, Rhode Island
 Clark University, Worcester, Massachusetts
 Colby College, Waterville, Maine
 Connecticut College for Women, New London, Connecticut
 Connecticut State College, Storrs, Connecticut

Dartmouth College, Hanover, New Hampshire
 Emmanuel College, Boston, Massachusetts
 Harvard University, Cambridge, Massachusetts
 Holy Cross College, Worcester, Massachusetts
 International Y.M.C.A. College, Springfield, Massachusetts
 Massachusetts Institute of Technology, Cambridge, Massachusetts
 Massachusetts State College, Amherst, Massachusetts
 Middlebury College, Middlebury, Vermont
 Mount Holyoke College, South Hadley, Massachusetts
 Norwich University, Northfield, Vermont
 Pembroke College, Providence, Rhode Island
 Providence College, Providence, Rhode Island
 Radcliffe College, Cambridge, Massachusetts

¹ This Association does not accredit institutions. However it does have institutional members. The list gives the names of these institutions.—THE EDITOR.

Regis College, Weston, Massachusetts
 Rhode Island State College, Kingston, Rhode
 Island
 Simmons College, Boston, Massachusetts
 Smith College, Northampton, Massachusetts
 Trinity College, Hartford, Connecticut
 Tufts College, Medford, Massachusetts
 University of Maine, Orono, Maine
 University of New Hampshire, Durham, New
 Hampshire
 University of Vermont, Burlington, Vermont
 Wellesley College, Wellesley, Massachusetts
 Wesleyan University, Middletown, Connecti-
 cut
 Wheaton College, Norton, Massachusetts

Williams College, Williamstown, Massachusetts
 Yale University, New Haven, Connecticut

JUNIOR COLLEGES

Bradford Junior College, Bradford, Massachu-
 setts
 Colby Junior College for Women, New Lon-
 don, New Hampshire
 Green Mountain Junior College, Poultney,
 Vermont
 Junior College of Connecticut, Bridgeport,
 Connecticut
 Lasell Junior College, Auburndale, Massachu-
 setts
 Westbrook Junior College, Portland, Maine

North American Association of College-Bound Secondary Schools
with list of approved secondary schools, 1935

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PROCEEDINGS OF THE COMMISSION ON SECONDARY SCHOOLS

HENRY G. HOTZ, Secretary

I. REPORT OF THE COMMISSION ON SECONDARY SCHOOLS AS APPROVED
BY THE EXECUTIVE COMMITTEE AND BY THE ASSOCIATION

THE Commission on Secondary Schools conducted three formal meetings, Thursday morning and afternoon on April 11 and Friday morning on April 12. These meetings were well attended and the spirit manifested quite optimistic.

In accordance with the plan adopted in 1933, all applications for approval from secondary schools were submitted to the Central Reviewing Committee in advance of the regular meetings of the Commission. The Central Reviewing Committee met on Tuesday and Wednesday, April 9 and 10, to examine these applications and to formulate preliminary recommendations to the Commission as a whole.

MEMBERS OF CENTRAL REVIEWING COMMITTEE AND SUB-COMMITTEE
ASSIGNMENTS

1. *Schools to Be Unqualifiedly Recommended:* A. A. Reed, Chairman, Nebraska; O. K. Garretson, Arizona; M. R. Owens, Arkansas; R. C. Hunt, Kansas; John Rufi, Missouri; J. W. Fichter, Ohio; I. E. Ewing, West Virginia; A. J. Gibson, West Virginia; R. W. Shumaker, West Virginia; C. R. Maxwell, Wyoming; John Larson, Arkansas; George C. Wells, Oklahoma; E. E. Halley, Oklahoma; I. F. Matteson, Ohio; J. C. Mitchell, Nebraska; W. E. McVey, Illinois; Irwin E. Rosa, Minnesota; Wm. S. Roe, Colorado; Eli C. Foster, Oklahoma.

2. *Schools to Be Advised:* A. C. Cross, Chairman, Colorado; H. C. Koch, Michigan; S. T. Lillehaugen,

North Dakota; I. W. Baker, Oklahoma; C. E. Green, Colorado.

3. *Schools to Be Warned, or Warned and Advised:* C. G. F. Franzen, Chairman, Indiana; O. F. Patterson, Illinois; H. D. Trimble, Illinois; H. E. Flynn, Minnesota; J. W. Diefendorf, New Mexico; E. H. Landis, Ohio; R. W. Kraushaar, South Dakota.

4. *New Schools:* J. T. Giles, Chairman, Wisconsin; J. A. Holley, Oklahoma; J. D. Elliff, Missouri.

5. *Schools to Be Dropped and Schools Withdrawn:* W. H. Gemmill, Iowa.

ACTIONS ON SECONDARY SCHOOLS
APPLYING FOR APPROVAL

The Commission passed upon the applications of 2659 schools enrolling over 1,400,000 high school pupils. The number of schools which were dropped and the number of schools that withdrew from the Association were approximately equal to the number which were dropped or withdrew a year ago. Both the number of schools that were warned and the number that were advised to make specific improvements were, however, relatively much smaller than in previous years. The prescribed procedure in the final disposition of these applications is that the Chairmen of the respective State Committees submit their recommendations for approval or rejection to the Central Reviewing Committee. The recommendations of the Reviewing Committee are then submitted to the Commission, which in turn submits its

recommendations to the Executive Committee for final ratification.

For the school year 1935-36, the Association approved 2631 secondary schools. Seventy-six of these are new schools, and 2555 are schools which had been approved for the school year 1934-35 and were continued on the 1935-36 list. A summary of the actions of the Commission as approved by the Executive Committee is shown by states in Table I.

and values of the Tercentennial celebration of American High Schools was given by C. O. Davis, Michigan.

4. *Preparation of Teachers.* A progress report of the Special Committee on Patterns of Academic Training for High School Teaching was given by M. H. Willing, Wisconsin.

5. *Educational Experiments.* A report of a study of the values of past educational experiments of the Commission was given by C. R. Maxwell, Wyoming.

TABLE I
ACTION OF THE ASSOCIATION ON ANNUAL REPORTS, BY STATES

State	Schools Added	Schools Dropped	Schools Withdrawn	New Total	Schools Warned
Arizona	0	0	0	40	2
Arkansas	4	1	0	74	6
Colorado	3	0	0	104	10
Illinois	21	1	0	399	18
Indiana	1	0	0	121	6
Iowa	3	0	0	157	8
Kansas	3	0	0	182	6
Michigan	6	1	1	220	2
Minnesota	4	1	0	122	12
Missouri	4	2	0	138	1
Montana	4	0	0	45	4
Nebraska	5	0	1	141	3
New Mexico	1	0	0	35	2
North Dakota	1	1	0	70	4
Ohio	11	2	2	329	9
Oklahoma	0	0	2	107	12
South Dakota	0	0	1	73	4
West Virginia	5	0	0	108	4
Wisconsin	0	1	0	139	8
Wyoming	0	0	0	30	1
TOTAL	76	10	7	2,634	122

SPECIAL REPORTS

1. *Chicago High Schools.* A special report on the conditions and needs of the Chicago high schools was submitted by A. W. Clevenger, Illinois. A recommendation that efforts to reduce teacher load be continued was adopted.

2. *High School Library.* The report of the Library Committee was submitted by B. Lamar Johnson, Chairman, Missouri, and Douglas Waples, Illinois.

3. *Tercentenary of Secondary Education.* A report on the purpose, scope,

6. *Violation of Standards.* A report of a study of the bases of warning and dropping schools in recent years was given by M. R. Owens, Arkansas.

7. *Study of Standards.* A report of progress of the special committee on the study of standards, authorized in 1933, was submitted by George E. Carrothers, Chairman, Michigan.

8. *Standards.* The recommendations of the Committee on Standards were submitted by L. N. McWhorter, Chairman, Minnesota.

EDUCATIONAL EXPERIMENTS

Reports on the following educational experiments were submitted:

- a. Tulsa, Oklahoma—Dr. J. D. Elliff, Missouri
- b. The University of Chicago—Dean Thomas E. Benner, Illinois
- c. Little Rock Junior College—Dean Elmer Cook, Arkansas
- d. Colorado State Teachers College—Dean C. R. Maxwell, Wyoming
- e. Phoenix Union High School—Dr. O. K. Garretson, Arizona.

These reports were approved, recommendations that they be continued adopted, and the supervising committees retained. The final report on the Phoenix Union High School is to be presented next year.

JOINT MEETINGS AND ADDRESSES

1. The usual round-table discussion of State Chairmen was conducted on Wednesday evening, April 10.
2. A conference of administrative heads of high schools with the Commission on Secondary Schools was conducted at the Auditorium Hotel on Thursday evening, April 11, directly following the annual informal dinner. The conference was attended by over two hundred principals of secondary schools and others interested in the policies of the Association. Mr. L. N. McWhorter, Assistant Superintendent of Schools, Minneapolis, presided.
3. An address on "Possibilities of Increased Cooperation Between the North Central Association and State Departments of Public Instruction" was given by Floyd I. McMurray, State Superintendent of Public Instruction, Indiana.

RESOLUTION PASSED

That a joint committee consisting of members of the Commission on Higher Institutions and of members of the Commission on Secondary Schools be ap-

pointed to consider the problem of junior college relationship. The Commission on Secondary Schools voted to appoint three members to serve on this committee.

MISCELLANEOUS

1. Voted that a referendum to be formulated by the Committee on Standards concerning the preparation of librarians in schools enrolling 1000 or more pupils be submitted to the member schools concerned.

2. Voted to request an appropriation of \$2,500 to continue the work of the Special Committee on the Study of Standards.

3. Voted to request an appropriation of \$1,000 to be allotted to the Committee on Experimentation and Special Studies to investigate the problem: What are the factors that constitute a good high school?

4. Voted that in so far as possible all proposed changes in regulations, standards and recommendations of the Committee on Standards be presented to the members of the Commission in written form either before or at the time of their consideration.

5. The proposed amendment to the constitution sponsored by the Wisconsin Association of Secondary School Principals concerning the membership of the Commission on Secondary Schools was taken from the table, discussed, and again laid on the table. There appeared to be an increased interest in this proposal that the membership representation of secondary school principals on the Commission be increased.

6. Voted that state committees be authorized to add as many advisory members to their committees as may be deemed desirable. These enlarged committees may participate in the formulation and adoption of all recommendations submitted by state committees,

provided, however, that this change shall not affect the present voting power of the state in the Commission.

7. Voted that the Central Reviewing Committee for next year shall consist of one representative from each state—either the state chairman or some individual designated by the state committee, and that the Association be requested to pay the necessary local expenses of this committee for one day during its two-day session.

OFFICERS ELECTED

Upon the recommendation of the Nominating Committee consisting of A. C. Cross, Chairman, Colorado; Otto Dubach, Missouri; and E. H. Landis, Ohio, the following officers were elected for the ensuing year:

Chairman—F. L. HUNT, Chairman of Faculty, Culver Military Academy, Culver, Indiana
Secretary—G. W. ROSENLOF, Professor of Secondary Education, University of Nebraska, Lincoln, Nebraska.

II. POLICIES, REGULATIONS, STANDARDS, AND RECOMMENDATIONS FOR ACCREDITING SECONDARY SCHOOLS

Adopted April 13, 1935

I. POLICIES

Policies are rules governing procedures of the Commission on Secondary Schools.

1. No school that has been continuously accredited for five years is dropped without a year's warning, provided the annual report has been submitted to the state committee, except by a three-fourths vote of the members of the commission present. Schools not continuously accredited for five years may be dropped without warning.

2. Any school warned shall be dropped the following year if the school persists in violating the same standard. *Provided however, that this Policy may be waived upon the recommendation of the State Committee by a three-fourths vote of the members of the Commission present.*

3. Five and six year high schools may report upon all grades included in the high school organization or they may, if they so elect, base their application upon the upper three or four years of the high school.

4. The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association.

5. Teacher preparation credits gained by summer session work, by extension courses, correspondence courses, or by state examinations will not be considered by the Commission unless such credits are accepted by some standard college as leading toward a degree.

6. The agent of communication between the accredited schools and the Secretary of the Commission for the purpose of distributing, collecting and filing the annual reports of such schools, and for such other purposes as the Association may direct, is as follows: (a) in states having such an official, the inspector of schools appointed by the state university; (b) in other states, the inspector of schools appointed by such authority, or, if there be no such official, such person or persons as the Secretary of the Commission may select.

7. If any state fails for two successive years to send one or more official representatives to the annual meeting of the Commission on Secondary Schools, the schools of the state may, by vote of the Association, be dropped from the accredited list.

8. The interim authority for interpreting standards is the Secretary of the Committee on Standards.

II. REGULATIONS

Regulations are conditions which any school must meet in order that its annual application for accrediting may be unqualifiedly approved.

1. No school can be considered for *unqualified approval* unless the regular annual blank furnished for the purpose shall have been properly and completely filled out and placed on file with the inspector on or before November first. Schools in good standing will make a complete report on teachers once in five years; but full data relative to changes must be presented annually. (A full report will be required in 1935 and every five years thereafter.)

2. New schools, seeking accrediting, shall submit evidence (e.g., a resolution) showing an approval of the standards of the Association and the application for membership by the local board of education or school trustees.

3. The Association shall decline to consider any school unless such school is in the highest class of schools as officially listed by the properly constituted educational authorities of the state.

4. (a) No new school will be accredited when more than 20 per cent of the teachers of academic subjects fail to meet the requirements of Standard 7, or when any teacher of academic subjects who has been in the school less than two years, including the present year, fails to meet the requirements of Standard 7.

(b) No new four-year school will be accredited which employs less than five full-time teachers, or the equivalent, four of whom, or the equivalent, must be full-time teachers of academic subjects. No three-year senior high school will be accredited which employs less than four full-time teachers, or the equivalent, three of whom, or the equivalent, must be full-time teachers of academic subjects.

III. STANDARDS

Standards are criteria for evaluating the work of a school, the violation of which shall result in a warning or advice to the school.

STANDARD 1—*The School Plant, Sanitation, Janitorial Service.* (a) The school plant shall be adequate for the number of pupils enrolled and the program of studies offered.

(b) The lighting, heating and ventilation of the building, lavatories and toilets, wardrobes and lockers, water supply, school furniture, location of the class rooms, shops and laboratories, and janitorial service shall be such as to insure hygienic conditions for pupils and teachers.

STANDARD 2—*Science Laboratories and School Library.* (a) Science Laboratories. The laboratory facilities, the size of the laboratory, the equipment, instructional apparatus, materials, supplies, maps and charts must be adequate to meet the needs of instruction for all those courses involving laboratory work.

(b) The School Library. The number and kind of books, reference materials and periodicals must be adequate for the number of pupils enrolled and must meet the needs of instruction in all courses of study offered. The library must be easily accessible and the books shall be classified and catalogued.

STANDARD 3—*Records.* Accurate and complete records of attendance and scholarship must be kept in such form as to be conveniently used and safely preserved.

STANDARD 4—*Requirements for Graduation.* (a) Three-year senior high schools must require a minimum of eleven units for graduation. Four-year high schools must require a minimum of fifteen units for graduation; these units to be earned in grades 9, 10, 11, and 12.

(b) The school year shall consist of a minimum of thirty-six weeks.

(c) The minimum length of a recitation period shall be forty minutes, exclusive of all time used in changing of classes or teachers.

(d) A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of one hundred twenty sixty-minute hours of classroom work, two class periods of unprepared work being equivalent to one class period of prepared work.

STANDARD 5—Instruction and Spirit. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school and the co-operative attitude of the community are paramount factors, and therefore only schools that rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

STANDARD 6—Selection and Tenure of Teachers. *The policy of the board of education shall be such as to attract and retain the services of well qualified and competent teachers. The interpretation of this requirement shall be a matter of special responsibility for the State Committee.*

STANDARD 7—Preparation of Staff. *All schools accredited by the Association shall maintain the following standards respecting the preparation of staff:*

(a) The minimum attainments of a teacher of any academic subject, of the supervisors of teachers of such subject, of the superintendent, and of the principal, shall be college work equivalent to graduation from a senior college belonging to the North Central Association of Colleges and Secondary Schools.¹

¹ The following are listed as academic subjects: English, mathematics, foreign languages, natural

(b) The minimum professional training of a teacher of any academic subject, of the superintendent, and of the principal shall be fifteen semester hours in education.²

(c) All teachers of academic subjects in new schools and all new teachers of academic subjects in accredited schools must teach only in those fields in which they have made adequate preparation.

The following are the minimum requirements:

English, 15 semester hours

Foreign Languages, 15 semester hours in the language taught

Science, 15 semester hours, of which 5 shall be in the science taught

Mathematics, 15 semester hours

Social Studies, 15 semester hours, which must include preparation in specific subjects taught

Deduction in the fields of foreign language and mathematics may be allowed to the extent of 2 semester hours for each unit earned in high school not to exceed a total deduction of 6 semester hours.³

(d) In all emergency appointments or class assignments during the school year

science, and social science. All other subjects will be considered as non-academic.

Graduates of colleges not recognized by the North Central Association nor by any other regional accrediting agency may become eligible to teach in a secondary school accredited by the Association by being admitted to graduate standing in an institution of higher education accredited by the Association or by any other regional accrediting agency, and by completing successfully at least one summer term of not less than six weeks of graduate work. This part of the standard is not to apply to graduates of non-accredited colleges who desire to teach in the state where they graduated and where they are approved individually in accordance with the state plan.

² Until professional courses are defined by the Association, this Commission will accept as such only courses certified as education by the institution in which they are earned. (See also Recommendation 1).

³ New full-time teachers of academic subjects may teach outside their fields of definite preparation a minor fraction of the school day when in the opinion of the state committee this is the best temporary arrangement that can be made.

in which teachers do not fully meet Standards 7 (a), 7 (b), and 7 (c), the Commission will insist that these be temporary and for the remainder of the current term or semester only. Such cases must be certified by the superintendent or principal, including a statement concerning the training, experience, salaries, and efficiency of such teachers.

(e) The superintendent or the principal directly in charge of the supervision and administration of the high schools shall hold a Master's degree from a college belonging to the North Central Association, or the equivalent, and shall have had a minimum of six semester hours of graduate work in education, and a minimum of two years of experience in teaching or administration.

Standards 7 (a), 7 (b), and 7 (c) shall not be construed as retroactive within the Association. In individual cases a reasonable deviation from Standard 7 recommended by the State Committee may be accepted by the Association

STANDARD 8—The Teaching Load. An average enrollment in the school in excess of thirty pupils per teacher shall be considered as a violation of this standard. For interpreting this standard, the principal, vice-principals, study hall teachers, vocational advisers, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school. In addition, such clerks as aid in the administration of the high school may be counted on the basis of two full-time clerks for one full-time teacher.

STANDARD 9—The Pupil Load. Four unit courses, or the equivalent in fractional unit courses as defined in Standard 4, shall be considered the normal amount of work carried for credit toward graduation by the average or

medium student. Only such students as rank in ability in the upper 25 per cent of the student body may be allowed to take as many as five units for credit. *A different practice in any school approved by the State Committee may be accepted by the Association.*

STANDARD 10—Athletics. No accredited school shall participate in any national or interstate athletic meet or tournament or in any invitational athletic tournament or meet not approved by the state athletic association. Accredited schools not eligible to membership in the state athletic association are excepted.

NOTE. The recommendation of the Executive Committee concerning the penalizing of schools because of economic conditions shall be interpreted as follows:

(1) Under this rule a school may claim exemption under one of the following standards only: STANDARDS 1, 2, 4(b), and 8.

(2) The burden of proof of the adverse economic condition rests on the school, and must be presented in writing and filed with the report.

(3) Schools which during the past two years did not maintain school terms of nine months or more cannot claim an exemption under STANDARD 4(b).

(4) The Reviewing Committee shall carefully weigh all evidence and decide each case on its merits. If a school violates two or more of the standards listed above, the chairman of the state committee in which the school is located shall indicate the standard under which the school may be granted an exemption. State chairmen are expected, furthermore, to advise each school regarding the standard under which an exemption was granted in 1934-35.

IV. RECOMMENDATIONS

Recommendations are guiding principles, suggested in the interests of improvement of secondary education, and are not to be considered as a basis for warning, advising or dropping a school.

1. The Association recommends the following types of courses as meeting the spirit of standard 7 (b). Educational psychology, principles of second-

ary education, theory of teaching, special methods in subject taught, observation and practice teaching, history of education, educational sociology, and school administration and supervision.

2. Accurate and complete records of attendance and scholarship should be kept in such form as to be conveniently used and safely preserved. For purposes of adequate guidance in the broadest sense of that term, these records should be continuous, comparative, and cumulative, showing as graphically as possible the complete secondary-school record of each pupil as revealed by teachers' marks, by comprehensive standardized tests of aptitudes and scholastic achievement, and by personality data.

An official transcript of the college preparation of each teacher should be kept on file in the office of the administrative head of the high school. All information submitted in the annual report which pertains to the preparation of the teachers should be secured from such official records.

3. *The Association recommends that each approved secondary school should feel responsible for furnishing training in service for a limited number of beginning teachers. In determining the number of beginning teachers that a school should employ, careful account should be taken of the adequacy and efficiency of the supervisory staff.*

4. Some factors conditioning the efficiency of instruction are: (a) the pupil-teacher ratio as shown by the average daily attendance, (b) the number of classes taught by the teachers, and (c) the number of student hours per teacher.

The Association recommends the following as norms: (1) Pupil-teacher ratio, 25 to 1; (2) The number of classes taught by the teacher, 5 daily; and (3) The total number of pupil-periods per day, 150 per teacher.

5. *Wherever it serves the best inter-*

est of the pupils enrolled, the schools shall be encouraged to introduce or develop more fully in their program of studies such courses, as agriculture, home economics, industrial arts, commerce, and the fine arts. The Association believes that in relation to these courses, it is incumbent upon the member schools to provide a sufficient number of teachers relatively as well qualified for their work as are the teachers of academic subjects.

6. The Association recommends the following provisions for library maintenance:

Personnel. (a) Schools of 1,000 or more pupils, at least one full-time librarian who is professionally trained and who holds a bachelor's degree or its equivalent.

(b) Schools of less than 1,000 pupils, part-time teacher-librarian with technical library training.

(c) Proper allowance for library aid.

Books and Periodicals. (a) Catalogued library of 800 live books chosen so as to serve school needs.

(b) About 15 periodicals chosen to serve the school's needs.

(c) Proper allowance to be made for public library aid.

Budget. (a) At least \$200 per year for books and periodicals.

(b) At least 75 cents per pupil, according to local conditions.

7. *Athletics.* (a) The program of interscholastic athletics in high schools should be so organized, and administered as to contribute to the health, leisure time, citizenship and character objectives of secondary education. The aim should be to develop sufficient skill in one or more sports among all its pupils to provide an enjoyable form of recreation in later life.

(b) All athletic competition should grow out of and form an integral part of the physical education program of the high school.

(c) The administration of all athletic contests in the high school program should be entirely controlled by properly constituted school officials.

(d) Fair play, courtesy, generosity, self-control and friendly feelings for the opposing school should not be sacrificed in the desire to win.

(e) The Association recommends that girls do not participate in any form of

interscholastic basketball games or tournaments.

(f) The Association further recommends that no interscholastic athletic contest played at night be scheduled on a night preceding a school day.

8. *Teachers should be employed by the board of education upon the recommendation of the administrative head of the school system.*

III. LIST OF APPROVED SECONDARY SCHOOLS

Effective March, 1935, to April, 1936

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
ARIZONA			
AJO, 4-year; C. S. Brown, superintendent	5.3	98	1927
BENSON Union, 4-year; M. V. Williams, principal	7	86	1934
BISBEE Senior, 3-year; L. T. Rouse, principal	19	521	1917
BUCKEYE Union, 4-year; Herschel Hooper, principal	6.2	170	1932
CASA GRANDE Union, 4-year; B. D. Reazin, principal	7.4	174	1924
CHANDLER, 4-year; F. P. Austin, principal	10.5	185	1923
CLARKDALE, 4-year; G. B. Jones, superintendent	6.6	165	1921
CLIFTON, 4-year; H. A. Liem, superintendent	5	112	1921
DOUGLAS, 4-year; G. A. Bergfield, principal	18.1	476	1919
DUNCAN Union, 4-year; W. A. Townsend, principal	6	172	1923
FLAGSTAFF, 4-year; J. P. McVey, principal	10.2	239	1925
FLORENCE Union, 4-year; R. W. Taylor, superintendent	10	230	1923
GILBERT, 4-year; C. S. Fox, superintendent	8	95	1921
GLENDALE Union, 4-year; C. A. Yeoman, principal	15	403	1920
GLOBE, 4-year; H. E. Stevenson, superintendent	17.7	411	1916
HAYDEN, 4-year; D. M. Hibner, superintendent	6	97	1934
HOLBROOK, 4-year; D. R. Sheldon, superintendent	7.5	142	1927
JEROME, 4-year; J. O. Mullen, superintendent	7.5	214	1922
KINGMAN Mohave County Union, 4-year; John Girdler, superintendent	9	151	1924
MARANA Union, 4-year; J. W. Garms, principal	5	45	1925
MESA Union, 4-year; H. L. Taylor, superintendent	25	720	1918
MIAMI, 4-year; E. E. McClain, principal	13.5	370	1919
NOGALES, 4-year; F. E. Westerland, principal	9.7	245	1920
PEORIA, 4-year; D. F. Jantzen, superintendent	8	137	1923
PHOENIX Union, 4-year; E. W. Montgomery, superintendent	126.6	4055	1917
PRESCOTT, 4-year; A. W. Hendrix, principal	13.5	369	1917
RAY, 4-year; D. M. Hibner, superintendent	5	83	1925
SAFFORD, 4-year; G. S. Hansen, superintendent	8	255	1920
SCOTTSDALE, 4-year; G. M. White, superintendent	6.5	124	1925
SNOWFLAKE Union, 4-year; S. L. Fish, principal	9.3	224	1925
ST. JOHNS, 4-year; L. P. Sherwood, principal	5	154	1932
SUPERIOR, 4-year; J. A. Diffin, superintendent	7	161	1930
TEMPE Union, 4-year; E. A. Row, superintendent	11.1	309	1919
THATCHER Gila Junior College, 1-year; E. E. Fuller, president	2.5	42	1917
TOMBSTONE Union, 4-year; C. E. Tilford, principal	5	92	1925
TUCSON Senior, 3-year; C. A. Carson, principal	40.8	1289	1917
WILLCOX Union, 4-year; W. C. Sawyer, principal	8.5	118	1926
WILLIAMS, 4-year; C. W. Dersham, principal	7.2	108	1922
WINSLOW, 4-year; T. G. Grieder, principal	9.3	222	1917
YUMA Union, 4-year; E. Q. Snider, principal	23	597	1922

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
ARKANSAS			
ARKADELPHIA, 6-year; L. M. Goza, superintendent	15	600	1924
ASHDOWN, 6-year; Ben R. Williams, superintendent	5	125	1929
AUGUSTA Laura Conner, 6-year; U. C. Barnett, superintendent	5.6	122	1924
BATESVILLE, 6-year; O. M. Owens, superintendent	15.4	538	1924
BENTON, 3-year; O. H. Wilkerson, superintendent	5.7	186	1929
BLYTHEVILLE, 4-year; Rosa Hardy, principal	13	343	1924
BOONEVILLE, 4-year; H. G. Moore, superintendent	7	173	1929
BRINKLEY, 4-year; John Baumgartner, superintendent	4	134	1926
CAMDEN:			
Camden, 6-year; F. W. Whiteside, superintendent	9	281	1924
Fairview, 6-year; Autrey Newman, superintendent	5.3	104	1932
CARLISLE, 6-year; L. D. Griffin, superintendent	5	74	1935
CLARENDON, 3-year; Roy E. Dawson, superintendent	2.6	81	1926
CORNING, 4-year; E. P. Ennis, superintendent	4	139	1929
CRAWFORDSVILLE, 6-year; Alfred Maddux, superintendent	4.4	74	1926
CROSSETT, 3-year; D. C. Hastings, superintendent	5.5	115	1924
DEQUEEN, 6-year; G. P. Bolding, principal	8.5	260	1933
DEWITT, 4-year; B. A. Lewis, superintendent	6	173	1929
EARLE, 6-year; M. E. Bird, superintendent	4	115	1925
EL DORADO:			
El Dorado, 4-year; J. I. McClurkin, superintendent	20	861	1927
Sandy Land, 6-year; C. F. Hankins, superintendent	7	140	1934
ENGLAND, 4-year; Parker Sharp, principal	9	249	1929
EUDORA, 4-year; J. C. Gray, superintendent	7	143	1926
FAYETTEVILLE:			
Fayetteville, 4-year; F. S. Root, superintendent	13.4	475	1924
University High School, 4-year; Chas. H. Cross, director	5.2	127	1924
FORDYCE, 3-year; J. D. Clary, superintendent	4.5	127	1925
FORREST CITY, 6-year; P. H. Herring, principal	10	321	1924
FORT SMITH:			
Senior High School, 3-year; Elmer Cook, principal	27.5	975	1924
St. Scholastica, 4-year; Sr. M. Agnes, superintendent	6.2	81	1934
St. Anne's Academy, 4-year; Sr. M. Imelda, principal	6	167	1933
GURDON, 4-year; G. A. Brown, superintendent	6	175	1930
HELENA, 6-year; J. F. Wahl, superintendent	7.3	225	1924
HOPE, 6-year; Beryl Henry, superintendent	13	228	1928
HORATIO, 6-year; Mrs. Nellie Hill, superintendent	8	196	1935
HOT SPRINGS, 3-year; V. E. Sammons, principal	18.8	523	1924
HULBERT, 6-year; J. L. Ponder, superintendent	6	66	1927
JOINER, 5-year; Johnnie Burnett, superintendent	7	96	1935
JONESBORO:			
Senior High School, 3-year; Fred Keller, superintendent	9	324	1924
Baptist Academy, 4-year; J. W. Adams, superintendent	4	41	1933
State College Training School, 4-year; Mrs. N. A. Rogers, principal	6.1	66	1926
LAKE VILLAGE, 4-year; A. G. Thompson, superintendent	6	134	1924
LEWISVILLE, 6-year; J. R. Meaders, superintendent	5.1	130	1931
LITTLE ROCK:			
Senior High School, 4-year; J. A. Larsen, principal	63.5	2117	1924
Dunbar (Col.) 3-year; J. H. Lewis, principal	16	541	1931
Mt. St. Mary's Academy, 4-year; Sr. M. Angelica, principal	6	101	1931
LONOKE, 3-year; J. J. Doyne, superintendent	3.8	120	1926
MAGNOLIA:			
Magnolia, 6-year; A. L. Burns, superintendent	7.3	199	1924
State A. & M. Training School, 4-year; J. M. Peace, principal	5	76	1926
MALVERN, 6-year; J. L. Pratt, superintendent	6.2	186	1929

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
MARIANNA, 4-year; O. T. Conner, superintendent	6.1	164	1924
MARION, 6-year; W. W. Baker, superintendent	3.4	31	1930
MENA, 4-year; J. E. Bishop, superintendent	7	214	1930
MONTICELLO:			
Drew Central, ¹ 6-year; W. B. Massey, principal	3.2	128	1926
Monticello, 6-year; W. C. Whaley, superintendent	6	173	1924
NEWPORT, 6-year; L. P. Mann, superintendent	6.5	197	1924
NORPHLET, 5-year; S. P. Portis, superintendent	4	121	1934
NORTH LITTLE ROCK, 3-year; T. H. Alford, superintendent	19.9	805	1925
OSCEOLA, 4-year; George Deer, superintendent	5	103	1935
PARAGOULD, 3-year; C. S. Blackburn, superintendent	6	184	1925
PARIS, 4-year; W. S. Morgan, superintendent	10	315	1925
PARKIN, 6-year; C. B. Cooper, superintendent	5.7	130	1930
PINE BLUFF, 3-year; H. F. Dial, principal	17	638	1924
PRESCOTT, 4-year; C. A. Robison, superintendent	8.2	190	1930
SEARCY, 3-year; J. L. Taylor, superintendent	6	175	1924
SILOAM SPRINGS John E. Brown Academy, 4-year; U. Grant, Meyer, superintendent	4	134	1933
SMACKOVER, 6-year; G. A. Dodson, superintendent	4.1	136	1931
STAMPS, 4-year; T. M. Stinnett, superintendent	4.1	148	1930
STUTTGART, 6-year; J. E. Howard, superintendent	6.8	248	1924
TEXARKANA Arkansas, 3-year; P. N. Bragg, superintendent	9	302	1924
TURRELL, 6-year; R. W. Clatworthy, superintendent	5	69	1931
VAN BUREN, 6-year; D. M. Riffin, superintendent	5.6	245	1924
WALNUT RIDGE, 6-year; A. W. Rainwater, superintendent	5.6	175	1929
WARREN, 6-year; O. C. Landers, superintendent	6	229	1925
WILSON, 6-year; C. L. Bird, superintendent	8	133	1924
WYNNE, 4-year; W. R. Ooley, superintendent	5.5	175	1927
COLORADO			
AKRON Washington County, 4-year; J. B. Dickson, superintendent	22.6	409	1926
ALAMOSA, 3-year; E. F. Evans, principal	8	234	1920
ARVADA, 4-year; Homer N. Peck, superintendent	10	293	1923
ASPEN Pitkin County, 4-year; E. R. Arndt, superintendent	3	72	1914
AULT, 4-year; J. D. Barnard, superintendent	6.7	114	1924
AURORA Wm. Smith Senior, 3-year; Jack McCullough, superintendent	5.2	115	1923
BERTHOUD, 4-year; F. I. Gammill, superintendent	5.2	89	1923
BOONE, 4-year; V. H. Volgamore, superintendent	6	87	1932
BOULDER State Preparatory, 3-year; C. M. Ware, principal	28.5	748	1908
BRIGHTON, 4-year; W. L. Vikan, principal	13.4	377	1920
BRUSH Union, 4-year; A. E. Corfman, superintendent	11	261	1920
BURLINGTON Consolidated, 4-year; W. W. McKinley, superintendent	5.2	140	1923
CANON CITY, 3-year; Olive Watson, principal	17.2	462	1904
CASTLE ROCK Douglas County, 4-year; J. J. Ward, principal	6	162	1921
CENTER Consolidated, 3-year; J. R. Little, superintendent	5	84	1923
CHEYENNE WELLS County, 4-year; C. M. Whitlow, superintendent	14	252	1927
COLORADO SPRINGS:			
Cheyenne Mountain, 4-year; Lloyd Shaw, superintendent	5.2	137	1928
Colorado Springs, 3-year; W. S. Roe, principal	48.5	1399	1908
CRAIG, 4-year; J. C. Stoddard, superintendent	7.1	195	1926
CRIPPLE CREEK, 3-year; K. W. Geddes, superintendent	4.2	31	1907
CROWLEY Consolidated, 4-year; V. J. Tarter, superintendent	3.7	54	1926
DEL NORTE Consolidated, 4-year; E. Underwood, superintendent	9	199	1925
DELTA, 4-year; H. L. Dotson, superintendent	13.8	358	1909

¹ Prior to 1934 listed as State A. and M. Training School.

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
DENVER:			
East, 3-year; R. C. Hill, principal	72	2285	1908
Manual Training, 3-year; Sam R. Hill, principal	32	1027	1908
North, 3-year; W. C. Borst, principal	63.4	2003	1907
Emily Griffith Opportunity, 4-year; P. L. Essert, principal	5.5	145	1926
South, 3-year; J. J. Cory, principal	61	1910	1908
West, 3-year; H. V. Kepner, principal	61.5	1925	1907
Cathedral, 4-year; Sister Hildegard, principal	11.4	358	1923
Colorado Woman's College, 3-year; J. E. Huchingson, president	3.5	18	1932
Holy Family, 4-year; Rev. M. W. Lappen, superintendent	8	206	1933
Regis, 4-year; Rev. B. Karst, principal	10.2	190	1921
St. Francis de Sales, 4-year; Rev. Leo Thome, superintendent	7	168	1935
St. Mary's Academy, 4-year; Sr. M. Borromeo, principal	6	49	1925
DURANGO, 4-year; E. E. Smiley, superintendent	15.5	489	1905
EATON, 3-year; John C. Casey, superintendent	5.6	107	1914
EDGEWATER Lakewood, 4-year; F. M. Miller, superintendent	7.8	178	1935
ENGLEWOOD, 3-year; R. D. Jenkins, superintendent	13.2	454	1923
ERIE Consolidated, 4-year; P. N. Lodwick, superintendent	7.6	140	1929
FLORENCE, 4-year; R. R. Morrow, superintendent	7	217	1923
FORT COLLINS, 4-year; W. S. Tatum, principal	32.6	892	1908
FORT LUPTON Consolidated, 4-year; L. W. Butler, principal	6	208	1932
FORT MORGAN, 3-year; A. A. Brown, principal	9.1	312	1909
FOUNTAIN Centralized, 6-year; M. J. Henley, superintendent	7	119	1935
FOWLER, 4-year; P. R. Glenn, superintendent	6.8	143	1923
FRUITA Union, 4-year; H. A. Williams, principal	7.3	240	1912
GLENWOOD SPRINGS Garfield County, 4-year; M. R. Moorhead, superintendent	12.5	240	1912
GOLDEN, 4-year; Hugh Beers, principal	10.4	305	1905
GRAND JUNCTION, 4-year; R. E. Tope, superintendent	32.5	967	1905
GREELEY:			
Greeley Senior, 3-year; P. S. Gillespie, principal	24.3	668	1904
Teachers College High School, 6-year; W. L. Wrinkle, director	15.6	215	1921
GUNNISON County, 4-year; H. T. Hatch, superintendent	8.5	141	1915
HAYDEN Union, 6-year; N. E. Cantril, superintendent	6.4	156	1924
HOLLY Union, 4-year; J. H. Thomasson, superintendent	7	166	1924
HOLYOKE Phillips County, 4-year; John A. Grant, superintendent	20.1	398	1924
HOTCHKISS Consolidated, 4-year; Harper Johnson, superintendent	4.6	164	1927
HUGO Union, 4-year; J. C. Unger, superintendent	5.2	124	1924
IDAHO SPRINGS, 4-year; C. P. Minear, superintendent	6.5	109	1921
JOHNSTOWN, 4-year; H. E. Alexander, superintendent	5.2	149	1924
JULESBURG Sedgwick County, 4-year; R. D. McClintock, superintendent	15	298	1925
LAFAYETTE Consolidated, 4-year; M. Angevine, superintendent	5	159	1932
LA JUNTA, 4-year; G. W. Inman, principal	15.5	461	1908
LAKESIDE-VINELAND High (See Pueblo)			
LAMAR Union, 4-year; O. S. Ikenberry, principal	14	432	1923
LAS ANIMAS Bent County, 4-year; G. K. McCauley, superintendent	13	370	1920
LEADVILLE, 4-year; L. W. Thomson, principal	10.8	234	1904
LIMON Union, 4-year; G. D. Smith, superintendent	6	119	1928
LITTLETON, 6-year; J. D. Leake, principal	15	420	1923
LONGMONT, 3-year; Kent L. Sanborn, superintendent	14	414	1907
LORETTO Pancratia Hall, 4-year; Sr. Helen Clara, principal	5.2	37	1923
LOUISVILLE, 4-year; C. E. Burgener, superintendent	6.6	148	1923
LOVELAND, 4-year; B. F. Kitchen, principal	16	516	1906
MANITOU SPRINGS Senior, 3-year; L. H. Danis, superintendent	3	92	1933
MEEKER Rio Blanco County, 4-year; Ray C. Hume, superintendent	6	131	1927

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
MONTE VISTA:			
Rio Grande County, 4-year; C. A. Brumfield, superintendent	9.2	242	1908
Sargent Consolidated, 6-year; H. L. Greear, superintendent	8	133	1925
MONTROSE Consolidated, 4-year; J. A. Simpson, superintendent	23.1	672	1915
ORDWAY, 4-year; O. E. Jones, superintendent	5.5	142	1929
PALISADE, 6-year; J. H. Rusk, superintendent	7	198	1927
PAONIA, 5-year; H. J. Wubben, superintendent	7.3	205	1923
PUEBLO:			
Centennial, 4-year; W. M. Heaton, principal	40.4	1142	1908
Central, 4-year; Lemuel Pitts, principal	52.6	1631	1908
Lakeside-Vineland, 4-year; E. D. Watson, superintendent	6.6	55	1932
RIFLE, 4-year; G. F. Cross, superintendent	6.4	134	1927
ROCKY FORD, 4-year; J. H. Wilson, superintendent	14	350	1919
SAGUACHE County, 4-year; Lyle Slonecker, superintendent	4.2	66	1934
SALIDA, 4-year; L. D. Hightower, superintendent	10.5	345	1908
SILVERTON, 4-year; L. E. Westermeyer, superintendent	3.9	60	1923
SIMLA Union, 4-year; C. J. Edwards, superintendent	4.8	89	1923
STEAMBOAT SPRINGS, 4-year; A. G. Jelinek, principal	5.2	141	1921
STERLING Logan County, 4-year; R. R. Knowles, superintendent	54.4	1211	1921
SUGAR CITY, 4-year; R. M. Moreland, superintendent	4.5	56	1923
SWINK Consolidated, 4-year; J. W. Lauth, superintendent	6.1	113	1934
TELLURIDE, 4-year; J. E. Hardy, superintendent	3.1	56	1914
TRINIDAD, 4-year; R. B. Merta, principal	23.5	862	1904
VICTOR, 4-year; K. W. Geddes, superintendent	4	104	1908
WALSENBURG:			
Huerfano County, 4-year; C. A. Anderson, principal	17.6	505	1927
St. Mary's High, 4-year; Rev. J. B. Liciotti, superintendent	7	165	1928
WELDONA, 6-year; E. P. Bell, superintendent	6.3	90	1921
WHEATRIDGE, 4-year; Paul C. Stevens, superintendent	10.6	274	1926
WILEY Consolidated, 4-year; J. A. Clark, superintendent	6.3	58	1924
WINDSOR, 4-year; Geo. E. Tozer, superintendent	7	164	1925
WRAY Yuma County, 4-year; R. L. Sullivan, superintendent	26	552	1925
YUMA Union, 4-year; R. J. Ilse, superintendent	7	186	1924
ILLINOIS			
ABINGDON Illinois Military School, 4-year; H. G. Deahl, principal	7	16	1934
ALEDO:			
Aledo, 4-year; L. O. Flom, superintendent	14	290	1928
Roosevelt Military Academy, 4-year; L. A. Ford, principal	6	43	1933
ALEXIS Community, 4-year; Hugh Cory, principal	9	194	1933
ALTON:			
Alton Community Consolidated, 4-year; C. C. Hanna, principal	36	1147	1906
Marquette, 4-year; Mother M. Patricia, principal	12	279	1933
Western Military Academy, 6-year; R. L. Jackson, superintendent	13	131	1908
AMBOY Township, 4-year; W. I. DeWees, principal	15	351	1924
ANNA Anna-Jonesboro Community, 4-year; A. E. Smith, principal	15	353	1928
ANTIOCH Township, 4-year; L. O. Bright, principal	12	259	1934
ARCOLA Township, 4-year; F. A. Wilson, principal	11	203	1920
ARGENTA Community, 4-year; V. D. Amacher, principal	8	124	1934
ARGO Community, 4-year; C. C. Anderson, principal	18	463	1925
ARLINGTON HEIGHTS Township, 4-year; V. I. Brown, principal	17	401	1930
ATHENS Community, 4-year; J. O. Austin, principal	8	145	1932
ATWOOD Township, 4-year; G. R. Hamilton, principal	9	128	1924
AUBURN Township, 4-year; T. H. Bare, principal	10	202	1919
AUGUSTA Community, 4-year; A. H. Berg, principal	7	104	1922

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
AURORA:			
East, 4-year; O. V. Walters, principal	48	1557	1905
West, 4-year; A. A. Rea, principal	32	902	1905
Jennings Seminary, 4-year; Martha Sproule, Dean	6	34	1911
Madonna, 4-year; Sister M. Loyola, principal	14	237	1931
Marmion-Fox Valley Prep for Boys, ¹ 4-year; Rev. Norbert Spitz-messer, headmaster	13	336	1934
AVON Community, 4-year; J. T. Reeve, principal	8	130	1928
BARDOLPH Community, 4-year; D. B. Mullen, principal	6	68	1926
BATAVIA, 4-year; J. B. Nelson, principal	16	400	1914
BEARDTOWN, 4-year; W. L. Gard, superintendent	13	439	1914
BELLEVILLE:			
Township, 4-year; H. G. Schmidt, principal	46	1270	1914
Academy of Notre Dame, 4-year; Sister M. Leontine, principal	13	185	1930
BELLFLOWER Township, 4-year; H. D. Allen, principal	7	101	1924
BELVIDERE, 4-year; R. E. Garrett, principal	20	515	1914
BEMENT Township, 4-year; H. E. Slusser, superintendent	11	181	1920
BENTON Township, 4-year; Floyd Smith, principal	24	752	1917
BETHANY Township, 4-year; R. M. Strain, principal	8	134	1927
BLANDINSVILLE, 4-year; Fred Wakeland, principal	6	131	1927
BLOOMINGTON:			
Bloomington, 4-year; W. A. Goodier, principal	48	1333	1905
Trinity, Sister M. Benedict, principal	10	218	1930
BLUE ISLAND Community, 4-year; J. E. Lemon, superintendent	30	1174	1917
BRADFORD Township, 4-year; R. C. Edmundson, principal	9	157	1932
BRIDGEPORT Township, 4-year; E. B. Henderson, superintendent	16	427	1912
CAIRO, 4-year; L. C. Schultz, superintendent	12	338	1909
CALUMET CITY Thornton Fractional Township, 4-year; A. V. Lockhart, principal	25	892	1927
CAMBRIDGE, 4-year; H. N. Rohm, superintendent	7	128	1928
CANTON, 4-year; A. G. Caldwell, principal	29	901	1919
CAPRON Boone-McHenry Township, 4-year; J. E. Farley, principal	6	117	1926
CARBONDALE Community, 4-year; J. H. Ketring, principal	16	454	1935
CARLINVILLE Community, 4-year; H. J. Blue, principal	16	441	1926
CARLYLE, 4-year; A. E. Schniepp, superintendent	8	210	1935
CARTHAGE, 4-year; E. R. Rogers, superintendent	13	234	1922
CASEY Township, 4-year; J. B. Buckler, principal	16	315	1919
CATLIN Township, 4-year; H. F. Keeney, principal	7	94	1922
CENTRALIA Township, 4-year; O. M. Corbell, principal	39	1160	1910
CERRO GORDO Township, 4-year; T. A. Edwards, superintendent	8	194	1932
CHAMPAIGN, 4-year; C. W. Allison, principal	44	1270	1906
CHARLESTON:			
Charleston, 4-year; U. B. Jeffries, superintendent	18	504	1912
Eastern Illinois State Teachers College, 4-year; D. A. Rothschild principal	24	147	1920
CHATSWORTH Township, 4-year; W. A. Kibler, principal	5	139	1923
CHENOA Community, 4-year; W. L. Davies, principal	8	180	1924
CHICAGO:			
Amundsen, 5110 N. Damen Ave., 4-year; J. W. Bell, principal	63	2018	1935
Austin, 231 N. Pine Ave., 4-year; W. H. Wright, principal	198	6499	1908
Austin Evening, 231 N. Pine Ave., 4-year; Walter Shea, principal	77	2582	1932
Bowen, 8860 Manistee Ave., 4-year; W. T. McCoy, principal	99	3160	1905
Calumet, 8131 S. May St., 4-year; R. G. Jeffry, principal	112	3708	1905
Crane Technical, 2245 W. Jackson Blvd., 4-year; H. H. Hagen, principal	159	5051	1905

¹ Prior to 1934 listed as Jasper Academy, Jasper, Indiana.

Name and Location, Type of School, and Officer in Charge	Accredited	
	Teachers	Pupils Since
Crane Evening, 2245 W. Jackson Blvd., 4-year; K. C. Merrick, principal	125	3677 1931
Englewood, 6201 Stewart Ave., 4-year; W. E. Tower, principal	148	5073 1905
Englewood Evening, 6201 Stewart Ave., 4-year; R. I. White, principal	138	4662 1925
Farragut, 2339 Turner Ave., 4-year; P. B. Ritzma, principal	70	2224 1935
Fenger, 11220 Wallace Ave., 4-year; F. W. Schacht, principal	122	4126 1905
Fenger Evening, 11220 Wallace Ave., 4-year; Z. A. Chandler, principal	38	1432 1932
Flower Technical, 3545 Fulton Blvd., 4-year; Sophie A. Thielgaard, principal	96	3251 1915
Foreman, 5100 Belmont Ave., 4-year; H. C. Hansen, principal	49	1609 1935
Harper, 6520 S. Wood St., 4-year; A. G. Deaver, principal	61	1930 1935
Harrison Technical, 2850 W. 24th St., 4-year; G. F. Cassell, principal	116	3801 1913
Hirsch, 7740 Ingleside Ave., 4-year; A.M. Nickelson, principal	93	3197 1935
Hyde Park, 6220 Stony Island Ave., 4-year; J. F. Gonnely, principal	135	4687 1905
Kelly, 42nd St. and California Ave., 4-year; Edward Wildeman, principal	80	2871 1935
Kelvyn Park, 4343 Wrightwood Ave., 4-year; Rose A. Pesta, principal	62	2175 1935
Lake View, 4115 N. Ashland Ave., 4-year; O. Winter, principal	145	4747 1905
Lake View Evening, 4015 N. Ashland Ave., 4-year; C. S. Winslow, principal	86	2758 1933
Lane Technical, 2501 W. Addison, 4-year; C. E. Lang, principal	268	8759 1911
Lindblom, 6130 S. Lincoln St., 4-year; Harry Keeler, principal	176	5410 1921
McKinley, 2040 W. Adams St., 4-year; C. L. Reilly, principal	86	2667 1905
Manley, 2935 Polk St., 4-year; T. J. Crofts, principal	87	2772 1935
Marshall, 3250 W. Adams St., 4-year; G. A. Beers, principal	148	4976 1905
Medill, 1326 W. 14th Place, 4-year; C. H. Perrine, principal	12	398 1905
Morgan Park, 1744 Pryor Ave., 4-year; Wm. Schoch, principal	65	2163 1908
Parker, 6800 Stewart, 4-year; T. C. Johnson, principal	95	3272 1915
Phillips, 49th and Wabash, 4-year; C. C. Willard, principal	95	3473 1905
Roosevelt, 3436 Wilson Ave., 4-year; J. T. Gaffney, principal	133	4031 1923
Schurz, 3601 Milwaukee Ave., 4-year; W. F. Slocum, principal	187	6169 1912
Schurz Evening, 3601 Milwaukee Ave., 4-year; F. O. Mussehl, principal	118	4572 1927
Senn, 5900 Glenwood Ave., 4-year; D. M. Davidson, principal	120	3995 1914
Sullivan, 6631 Bosworth Ave., L. W. Colwell, principal	63	1978 1935
Tilden Technical, 4747 S. Union Ave., 4-year; A. W. Evans, principal	184	5554 1908
Tuley, 1313 N. Claremont Ave., 4-year; C. E. DeButts, principal	150	4900 1905
Von Steuben, 5039 N. Kimball Ave., 4-year; Nellie C. Hudd, principal	64	2068 1935
Waller, 2007 Orchard St., 4-year; J. L. Bache, principal	67	2200 1905
CHICAGO (Private)		
Academy of Our Lady, 95th and Throop Sts., 4-year; Sister Mary Bernardine, principal	24	495 1924
Alvernia, 3901 N. Ridgeway Ave., 4-year; Sister M. Elizabeth, principal	24	631 1932
Aquinas, 2100 E. 72nd St., 4-year; Sister Mary de Lellis, principal	20	323 1924
Central Y.M.C.A. Day, 19 S. LaSalle St., 4-year; O. N. Wing, principal	8	145 1921
Central Y.M.C.A. Evening, 19 S. LaSalle St., 4-year; H. L. Buck, principal	9	240 1923

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
Chicago Christian, 7050 S. May St., 4-year; F. H. Wezeman, principal	15	308	1931
Convent of the Sacred Heart, 6250 Sheridan Road, 4-year; Mother A. Regan, principal	8	70	1927
De La Salle, 3455 S. Wabash Ave., 4-year; Brother H. Basil, principal	25	650	1923
De Paul Academy, 1010 Webster Ave., 4-year; J. J. Edwards, principal	17	396	1931
De Paul University Loop, 64 E. Lake St., 4-year; H. L. Klein, principal	16	139	1930
Faulkner School for Girls, 4746 Dorchester Ave., 4-year; Elizabeth Faulkner, principal	17	45	1919
Francis W. Parker, 330 Webster Ave., 4-year; Raymond Osborne, principal	25	150	1913
Girls Latin School of Chicago, 59 Scott St., 4-year; Elizabeth Singleton, principal	13	52	1911
Good Counsel, 3800 Peterson Ave., 4-year; Sister Mary Angela, principal	8	142	1931
Harvard School for Boys, 4731 Ellis Ave., 4-year; C. E. Pence, principal	8	51	1911
Holy Academy, 1444 W. Division St., 4-year; Sister M. Euphemia, principal	15	237	1927
Holy Trinity, 1443 W. Division St., 4-year; Brother Victor, principal	10	194	1930
Immaculata, 640 Irving Park Blvd., 4-year; Sister Mary Josita, principal	38	794	1932
Jewish People's Institute, 3500 Douglas Blvd., 4-year; Dr. Philip L. Seman, superintendent	8	38	1929
Josephinum, 1515 N. Oakley Blvd., 4-year; Sister Ignata, principal	11	208	1922
Kenwood-Loring School, 937 46th St., 4-year; Cecilia Russell, principal	7	15	1918
Leo, 901 W. 79th St., 4-year; M. S. Curtis, principal	23	573	1932
Loretta High School (Englewood) 6535 Stewart Ave., 4-year; M. M. Agatha, principal	13	228	1933
Loretta Academy (Woodlawn), 1447 E. 65th St., 4-year; M. M. Roberta, principal	15	230	1933
Loyola Academy, 6525 Sheridan Road, 4-year; A. F. Dorger, principal	19	460	1913
Luther Institute, 120 N. Wood St., 4-year; J. C. Anderson, principal	13	227	1921
Mercy, 8100 Prairie Ave., 4-year; Sister Mary Agnita, principal	45	903	1928
Morgan Park Military Academy, Morgan Park, 4-year; Colonel H. D. Abells, superintendent	14	167	1911
Mount Carmel, 6410-20 Dante Ave., 4-year; Rev. T. J. Hatton, principal	34	887	1920
North Park College Academy, 3225 Foster Ave., 4-year; A. S. Wallgren, principal	18	150	1917
Providence, 119 S. Central Park Ave., 4-year; Sister Mary Geraldine, principal	35	1005	1913
Resurrection, 4-year; Sister Pauline Lewinski, principal	6	68	1935
St. Casimir Academy, 2601 W. Marquette Road, 4-year; Sister M. Eleanor, principal	13	243	1935
St. Ignatius, 1076 Roosevelt Road, 4-year; Father L. M. Barry, principal	20	511	1921
St. Mary's 1031 Cypress St., 4-year; Sister Mary Berilla, principal	25	527	1933
St. Mel, 1 N. Kildare Ave., 4-year; Brother Liguori, principal	20	622	1924

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
St. Michael Central Boys' High School, 1640 Hudson Ave., 4-year; J. L. Siemer, principal	14	310	1934
St. Michael Central Girls' High School, 1648 Hudson Ave., Sister Mary Theodista, principal	12	253	1934
St. Patrick, 122 S. DesPlaines St., 4-year; Brother J. Francis, principal	17	494	1933
St. Rita, 6312 S. Oakley, 4-year; J. J. Harris, principal	14	364	1919
St. Scholastica, 7416 Ridge Blvd., 4-year; Sister M. Sebastian, principal	20	330	1928
St. Thomas the Apostle, 5467 Woodlawn Ave., 4-year; Sister Marie Daniel, principal	11	266	1932
St. Xavier Academy, 4900 Cottage Grove Ave., 4-year; Sister Dorothy Marie, principal	21	140	1921
Siena, 5600 Washington Blvd., 4-year; Sister M. Bernardine, principal	17	371	1935
Starrett School for Girls, 4515 Drexel Blvd., 4-year; G. T. Smith, principal	12	77	1916
University High School, University of Chicago, 5-year; A. K. Loomis, principal	30	460	1911
University School for Girls, 1106 Lake Shore Drive, 4-year; Anna R. Haire, principal	15	32	1919
Visitation, 900 W. Garfield Blvd., 4-year; Sister M. Alberto, principal	12	630	1927
Weber, 1456 W. Division St., 4-year; Mitchell Starzynski, principal	10	227	1919
CHICAGO HEIGHTS Bloom Township, 4-year; R. C. Puckett, principal	49	1670	1907
CHRISMAN Township, 4-year; P. E. Neumann, principal	8	135	1918
CICERO, J. Sterling Morton Township, 4-year; L. M. Hrudka, superintendent	219	5988	1905
CLINTON Community, 4-year; Ralph Robb, principal	20	500	1911
COLLINSVILLE Township, 4-year; J. F. Snodgras, principal	23	683	1912
COWDEN Community, 4-year; K. S. Bishop, principal	5	110	1934
CRYSTAL LAKE Community, 4-year; H. A. Dean, principal	21	423	1916
CUBA Community, 4-year; C. H. Engle, superintendent	8	236	1924
DANVILLE Community Consolidated, 4-year; R. M. Duffin, principal	67	1908	1906
DECATUR, 4-year; R. C. Sayre, principal	59	1769	1905
DECATUR St. Teresa, 4-year; Sister M. Loretta, principal	12	188	1932
DEKALB Township, 4-year; R. G. Beals, principal	35	682	1905
DELAVAN Community, 4-year; E. D. Finley, principal	9	119	1933
DEPUE, 4-year; J. C. Wiedrich, superintendent	10	309	1928
DES PLAINES:			
Maine Township, 4-year; C. M. Himel, principal	48	1383	1908
St. Patrick Academy, 4-year; Sister Mary Irene, principal	8	85	1932
DIXON, 4-year; B. J. Frazer, principal	22	724	1905
DOWNERS GROVE Community, 4-year; G. E. DeWolf, superintendent	30	815	1916
DUNDEE Community, 4-year; H. D. Jacobs, principal	16	469	1924
DUPO Community, 4-year; R. K. Purl, principal	20	307	1928
DU QUOIN Township, 4-year; J. G. Stull, principal	18	417	1908
DWIGHT Township, 4-year; C. A. Brothers, principal	16	264	1916
EAST MOLINE United Township, 4-year; L. O. Dawson, superintendent	25	771	1930
EAST PEORIA Community, 4-year; B. R. Moore, principal	17	373	1925
EAST ST. LOUIS:			
East St. Louis, 3-year; W. L. Baughman, principal	62	1644	1911
Lincoln, 3-year; J. W. Hughes, principal	12	416	1928
St. Teresa Academy, 4-year; Sister Mary Dorothy, principal	10	90	1934
EDWARDSVILLE, 4-year; W. W. Krumsiek, principal	21	627	1913
EFFINGHAM, 4-year; E. R. Britton, superintendent	12	295	1933

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
ELDORADO Township, 4-year; T. L. Dodd, principal	14	523	1922
ELGIN:			
Elgin, 4-year; W. L. Goble, principal	49	1311	1905
Elgin Academy, 4-year; K. J. Stouffer, dean	9	71	1906
ELMHURST York Community, 4-year; G. L. Letta, principal	46	1376	1925
ELMWOOD Community, 4-year; E. E. Downing, principal	10	132	1921
EL PASO Township, 4-year; G. N. Bayless, principal	11	199	1927
EUREKA Township, 4-year; C. E. Melton, superintendent	13	175	1916
EVANSTON:			
Evanston Township, 4-year; F. L. Bacon, superintendent	125	3188	1905
Marywood School, 4-year; Sister Carita, principal	8	165	1931
Roycemore School, 4-year; Rebecca Sherman Ashley, principal	13	98	1926
FAIRBURY Township, 4-year; A. C. Watson, principal	11	205	1916
FAIRFIELD Community, 4-year; Albert Willis, principal	18	382	1931
FAIRMOUNT Community, 4-year; W. N. Black, principal	6	90	1928
FAIRVIEW Community, 4-year; G. A. Cook, principal	5	99	1925
FARMER CITY Moore Township, 4-year; F. G. Edwards, principal	12	219	1905
FISHER Community, 4-year; C. M. Campbell, principal	7	157	1927
FLORA Harter-Stanford Township, 4-year; R. W. Dale, principal	15	387	1916
FRANKLIN PARK Leyden Community, 4-year; G. V. Deal, principal	18	508	1935
FREEPORT:			
Freeport, 4-year; L. A. Fulwider, principal	40	1162	1906
Aquin, 4-year; Sister Mary Charity, principal	9	150	1931
GALENA, 4-year; Stella L. Bench, principal	12	268	1918
GALESBURG, 3-year; E. L. Moyer, principal	41	1152	1910
GALVA Community, 4-year; C. A. Weber, superintendent	13	239	1917
GENESEO Township, 4-year; J. D. Darnell, principal	16	345	1910
GENEVA Community, 4-year; H. M. Coultrap, superintendent	12	256	1914
GENOA Township, 6-year; C. S. Hobson, principal	8	158	1923
GEORGETOWN Township, 4-year; G. A. DeLand, principal	14	255	1918
GIBSON CITY Drummer Township, 4-year; W. M. Loy, principal	14	245	1914
GILLESPIE Community, 4-year; E. J. McNely, principal	17	582	1928
GILMAN Community, 4-year; E. H. Bremer, principal	9	198	1926
GLEN ELLYN Glenbard Township, 4-year; F. L. Biester, principal	34	1096	1924
GODFREY Monticello Seminary, 4-year; Harriet R. Congdon, president	17	34	1911
GRANITE CITY Community, 4-year; P. A. Grigsby, superintendent	45	1263	1923
GREENFIELD Community, 4-year; H. R. Girhard, principal	8	133	1929
GRIGGSVILLE Community, 4-year; R. J. Nichol, superintendent	8	133	1927
GURNEE Warren Township, 4-year; D. W. Thompson, superintendent	14	230	1926
HARRISBURG Township, 4-year; Harry Taylor, principal	32	1086	1908
HARVARD Community, 4-year; W. W. Meyer, superintendent	15	327	1918
HARVEY Thornton Township, 4-year; W. E. McVey, superintendent	65	2006	1905
HAVANA Community, 4-year; S. H. Van Dyke, principal	11	224	1934
HERRIN Township, 4-year; E. C. Eckert, principal	22	696	1917
HIGHLAND, 4-year; P. L. Ewing, superintendent	12	177	1933
HIGHLAND PARK Deerfield-Shields Township, 4-year; R. L. Sandwick, principal	60	1418	1906
HILLSBORO Community, 4-year; G. M. Girhard, principal	14	464	1926
HINSDALE Township, 4-year; M. P. Travis, superintendent	29	672	1908
HOOPESTON John Greer, 5-year; W. R. Lowery, principal	14	424	1908
HUNTLEY Community Consolidated, 6-year; C. S. Hall, superintendent	8	97	1928
HURST Hurst-Bush Community, 4-year; H. A. Wilson, principal	8	182	1925
JACKSONVILLE:			
Jacksonville, 4-year; J. C. Mutch, principal	35	955	1909
Routt College Academy, 4-year; J. E. Coonen, principal	8	124	1919
JERSEYVILLE Jersey Township, 4-year; F. H. Markham, principal	16	393	1919

Name and Location, Type of School, and Officer in Charge	Accredited		
	Teachers	Pupils	Since
JOHNSTON CITY Township, 4-year; J. L. Buford, principal	14	475	1922
JOLIET:			
Joliet Township, 6-year; W. W. Haggard, superintendent	126	3358	1905
Joliet Catholic, 4-year, Rev. Matthew T. O'Neill, principal	10	277	1934
KANKAKEE, 4-year; R. Y. Allison, principal	37	981	1906
KANSAS, 4-year; J. C. Roberts, superintendent	5	86	1923
KEWANEE:			
Kewanee, 4-year; R. M. Robinson, principal	29	855	1906
Wethersfield Township, 4-year; E. G. Miller, superintendent	11	199	1922
KNOXVILLE, 4-year; M. W. Brown, superintendent	10	135	1918
LA GRANGE:			
Lyons Township, 6-year; G. W. Willett, superintendent	44	1606	1905
Broadview Academy, 4-year; A. J. Olson, principal	12	188	1933
LAKE FOREST:			
Convent of the Sacred Heart, 4-year; Mother H. Sheahan, principal	11	58	1926
Ferry Hall, 4-year; Eloise R. Tremain, principal	11	79	1909
Lake Forest Academy, 4-year; J. W. Richards, principal	19	150	1908
LAKE ZURICH Ela Township, 4-year; J. L. Clements, principal	7	108	1932
LA SALLE La Salle-Peru Township, 4-year; F. G. Stevenson, superintendent	52	1425	1905
LAWRENCEVILLE Township, 4-year; M. N. Todd, superintendent	21	559	1914
LEBANON Community, 4-year; L. J. East, superintendent	7	140	1925
LE ROY Empire Township, 4-year; W. E. Taylor, principal	9	165	1921
LEWISTOWN, 4-year; H. M. Leinbaugh, superintendent	12	290	1916
LEXINGTON Community, 4-year; N. F. Garvey, superintendent	7	146	1916
LIBERTYVILLE Township, 4-year; H. E. Underbrink, principal	18	438	1920
LINCOLN Community, 4-year; W. C. Handlin, principal	30	706	1911
LISLE St. Procopius College Academy, 4-year; John F. Cherf, rector	16	70	1922
LITCHFIELD Community, 4-year; L. J. Hill, principal	14	348	1927
LOCKPORT Township, 4-year; J. M. Smith, superintendent	16	454	1911
LONG VIEW Township, 4-year; H. H. Jarman, principal	5	75	1921
LOVINGTON Township, 4-year; K. V. Henninger, principal	9	142	1918
MACOMB:			
Macomb, 4-year; W. N. Atkinson, principal	20	496	1920
W.I.S.T.C. Academy, 4-year; M. N. Thisted, principal	21	132	1910
MAHOMET Community, 4-year; W. C. Coe, principal	6	118	1925
MANITO Community, 4-year; L. R. Skinner, principal	5	67	1925
MARENGO Community, 4-year; H. E. Meyers, principal	12	282	1927
MARION Township, 4-year; A. R. Edwards, principal	19	650	1919
MAROA Community, 4-year; W. D. Keyes, principal	7	156	1932
MARSEILLES, 4-year; A. P. Gossard, superintendent	12	276	1925
MARSHALL Township, 4-year; Otis Keller, superintendent	13	326	1909
MASCOUTAH Community, 4-year; W. B. Garvin, superintendent	10	154	1935
MASON CITY Community, 4-year; Ray Graham, superintendent	10	180	1927
MATTOON, 3-year; H. B. Black, superintendent	19	559	1908
MAYWOOD Proviso Township, 4-year; H. H. Eelkema, superintendent	99	3401	1908
MCLEAN, Community, 4-year; P. W. McFarland, principal	4	83	1926
MENDON Township, 4-year; C. S. Bilderback, principal	7	122	1923
MENDOTA Township, 4-year; M. E. Steele, superintendent	18	334	1918
METROPOLIS Community, 4-year; B. H. Smith, principal	13	322	1931
MILFORD Township, 4-year; V. L. Plummer, principal	9	151	1919
MOLINE, 3-year; C. R. Crakes, principal	44	1099	1905
MOMENCE Community, 4-year; J. B. Stout, principal	12	258	1933
MONMOUTH, 4-year; Roy Fetherston, superintendent	23	668	1918
MONTICELLO Community, 4-year; F. M. Peterson, superintendent	14	250	1919
MOOSEHEART, 5-year; W. J. Leinweber, principal	27	414	1921

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
MORRIS, 4-year; B. R. Bowden, superintendent	12	336	1911
MORRISON, 4-year; Mabel M. Borman, principal	12	279	1914
MORTON Township, 4-year; G. F. Coriell, principal	7	124	1925
MT. CARMEL, 4-year; R. S. Condrey, superintendent	17	479	1918
MT. CARROLL Francis Shimer, 4-year; F. C. Wilcox, president	11	54	1909
MT. MORRIS Community, 4-year; I. R. Hendrickson, principal	9	195	1924
MT. OLIVE Community, 4-year; J. K. Price, principal	8	195	1926
MT. PULASKI Township, 4-year; L. L. Hargis, principal	9	136	1919
MT. VERNON Township, 4-year; Silas Echols, principal	32	849	1909
MUNCIE Oakwood Township, 4-year; E. K. Congram, principal	10	247	1919
MURPHYSBORO Township, 4-year; Albert Nicholas, principal	15	547	1911
NAPERVILLE, 4-year; V. Blanche Graham, principal	23	385	1915
NASHVILLE, 4-year; L. Lynn Wilson, superintendent	10	164	1935
NAUVOO Township, 4-year; L. A. Price, principal	5	61	1931
NEOGA Township, 4-year; Charles Allen, principal	8	155	1924
NEWMAN Township, 4-year; J. H. Trinkle, principal	8	142	1926
NEWTON Community, 4-year; C. A. McCoy, principal	13	302	1926
NIANTIC Community, 4-year; R. S. Toon, principal	6	90	1931
NORMAL:			
Community, 4-year; Monroe Melton, principal	16	227	1906
University High School, 4-year; R. W. Pringle, principal	22	243	1915
OAKLAND Township, 4-year; L. F. Fulwiler, principal	8	150	1918
OAK PARK Oak Park and River Forest Township, 4-year; M. R. McDaniel, superintendent	140	4042	1905
OBLONG Township, 4-year; C. E. Ambrose, principal	15	309	1934
OLNEY Township, 4-year; W. R. McIntosh, principal	18	430	1917
ONARGA:			
Onarga Township, 4-year; H. C. Malan, principal	7	125	1918
Onarga Military Academy, 4-year; L. M. Bitteringer, principal	5	60	1923
ORION Community, 4-year; L. E. Flinn, principal	8	135	1929
OTTAWA Township, 4-year; H. D. Anderson, principal	31	894	1905
PALATINE Township, 4-year; Ernest Iler, principal	9	202	1935
PALESTINE Township, 4-year; F. E. King, principal	10	218	1917
PANA Township, 4-year; R. D. Brummett, principal	16	455	1916
PARIS, 4-year; Carolyn L. Wenz, principal	24	567	1911
PAWNEE Township, 4-year; R. E. Simpson, principal	8	122	1920
PAXTON Community, 4-year; J. J. Swinney, superintendent	12	303	1911
PEKIN Community, 4-year; R. V. Lindsey, principal	38	922	1911
PEORIA:			
Peoria, 4-year; J. H. Brewer, principal	74	2083	1905
Kingman, 4-year; L. R. McDonald, principal	19	469	1932
Manual Training, 3-year; W. G. Russell, principal	51	1182	1913
PETERSBURG Harris, 5-year; E. W. Powers, superintendent	12	265	1926
PINCKNEYVILLE Community, 4-year; W. H. Ketring, principal	13	342	1919
PITTSFIELD Chauncey L. Higbee, 4-year; M. E. Wordworth, principal	14	281	1930
PLANO Community, 4-year; P. H. Miller, principal	8	155	1930
POLO Community, 4-year; Norma K. Boyes, principal	13	235	1907
PONTIAC Township, 4-year; C. A. McGinnis, principal	21	600	1905
PRINCETON Township, 4-year; O. V. Shaffer, principal	17	409	1905
QUINCY:			
Quincy, 3-year; E. A. Jenson, principal	44	1179	1906
Notre Dame, 4-year; Mother M. Loretto, principal	9	120	1935
RANKIN Township, 4-year; O. L. Rapp, superintendent	7	78	1933
RANTOUL Township, 4-year; C. C. Condit, principal	11	220	1926
REDDICK Community, 4-year; O. A. Towns, principal	8	182	1931
REDMON Community, 4-year; F. H. Miller, principal	7	79	1934

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
RIDGWAY Community, 4-year; J. F. Karber, principal	7	114	1932
RIVER FOREST Trinity, 4-year; Sister M. Alexandrine, principal	18	435	1923
RIVERSIDE Riverside-Brookfield Township, 4-year; G. K. Kelly, principal	30	907	1917
ROBINSON Township, 4-year; R. E. Stringer, principal	19	449	1911
ROCHELLE Township, 4-year; C. A. Hills, principal	15	333	1923
ROCK FALLS Township, 4-year; R. M. Robertson, principal	11	238	1927
ROCKFORD:			
Rockford, 3-year; J. E. Blue, principal	98	2934	1905
Bishop Muldoon, 4-year; Sister M. Andrew, principal	10	161	1934
ROCK ISLAND:			
Rock Island, 3-year; E. H. Hanson, principal	36	1163	1905
Villa de Chantal, 4-year; Sister Marie, principal	10	82	1919
ROCKTON Hononegah Community, 4-year; O. E. Loomis, principal	7	176	1931
RUSEVILLE, 4-year; R. G. Smith, superintendent	11	313	1923
ST. ANNE Community, 4-year; J. B. Johnson, principal	8	220	1932
ST. CHARLES:			
St. Charles Community, 4-year; G. E. Thompson, principal	14	341	1910
Mt. St. Mary-on-the-Fox, 4-year; Sister Mary Angeline, principal	7	85	1931
ST. JOSEPH Community, 4-year; C. F. Hamilton, principal	8	120	1929
SANDWICH Township, 4-year; L. G. Haskin, principal	12	207	1923
SAUNEMIN Township, 4-year; J. T. Connelly, principal	6	86	1925
SAVANNA Township, 4-year; W. F. Hafemann, principal	15	305	1906
SHELBYVILLE, 4-year; Dwight York, principal	11	275	1913
SIDELL Township, 4-year; W. J. Goreham, principal	6	81	1916
SPARTA Township, 4-year; F. H. Torrence, principal	14	374	1919
SPRINGFIELD:			
Springfield, 4-year; D. W. McCoy, principal	103	2911	1915
Sacred Heart Academy, 4-year; Sister M. Elizabeth, principal	11	136	1935
Ursuline Academy, 4-year; Mother Teresa, principal	14	140	1933
SPRING VALLEY Hall Township, 4-year; A. C. Tyler, superintendent	17	438	1916
STAUNTON Community, 4-year; F. A. Wilson, principal	13	276	1913
STERLING:			
Sterling Township, 4-year; Roscoe Eades, superintendent	24	534	1905
St. Mary-Sacred Heart Community, 4-year; A. J. Burns, principal	10	185	1934
STOCKTON, 4-year; M. R. Stephan, superintendent	9	240	1932
STONINGTON Community, 4-year; D. E. Brown, principal	8	128	1927
STREATOR Township, 4-year; C. L. Jordan, superintendent	40	1105	1906
SULLIVAN Township, 4-year; R. A. Scheer, principal	13	280	1917
SYCAMORE:			
Sycamore Community, 4-year; R. A. Lease, superintendent	17	336	1911
St. Alban's, 4-year; Rev. Charles L. Street, headmaster	5	30	1911
TAMPICO Township, 4-year; E. W. Vickrey, principal	7	117	1933
TAYLORVILLE Township, 4-year; P. T. Walters, principal	24	733	1909
TECHNY Holy Ghost Academy, 4-year; Sister Bernardine, principal	7	31	1931
TOLONO Community, 4-year; K. L. Letsinger, principal	7	165	1929
TOULON Township, 4-year; D. L. Wood, principal	8	204	1924
TREMONT Community, 4-year; C. D. McMurry, principal	8	119	1929
TUSCOLA Community, 4-year; G. R. Collins, superintendent	13	270	1908
URBANA:			
Urbana, 4-year; S. B. Hadden, principal	35	855	1909
University High School, 4-year; C. W. Sanford, principal	26	187	1922
VENICE, 4-year; S. V. Long, superintendent	7	94	1919
VILLA GROVE Township, 4-year; I. M. Wrigley, principal	12	264	1923
VIRDEN Community, 4-year; B. L. Reeves, principal	13	321	1932
WALNUT Community, 4-year; C. A. Snider, principal	9	134	1924

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
WAPELLA Community, 4-year; F. E. Galbreath, principal	5	84	1929
WASHBURN Township, 4-year; W. H. Hill, principal	7	96	1926
WASHINGTON Township, 4-year; R. R. Kimmell, principal	9	145	1919
WATSEKA Community, 4-year; W. T. Wooley, principal	11	241	1915
WAUCONDA Township, 4-year; E. L. Drom, principal	7	93	1926
WAUKEGAN Township, 4-year; J. W. Thalman, superintendent	85	2351	1906
WAVERLY Township, 4-year; A. W. Heath, principal	10	165	1919
WELLINGTON Township, 4-year; H. E. Eveland, principal	6	49	1919
WEST CHICAGO Community, 4-year; C. C. Byerly, superintendent	15	297	1910
WEST FRANKFORT Community, 4-year; S. B. Sullivan, principal	29	1134	1925
WESTVILLE Township, 4-year; P. W. Thomas, principal	14	331	1923
WHEATON:			
Wheaton Community, 4-year; M. F. Roberts, principal	23	552	1908
Wheaton College Academy, 4-year; E. R. Schell, dean	6	82	1911
WILLIAMSVILLE Township, 4-year; G. O. Main, principal	7	160	1927
WILMETTE:			
Mallinckrodt, 4-year; Sister Josephis, principal	13	149	1930
Marie Immaculata, 4-year; Sister Arnoldine, principal	11	39	1922
WINCHESTER Community, 4-year; E. H. Mellon, principal	9	173	1928
WINNETKA New Trier Township, 4-year; M. P. Gaffney, superintendent	104	2280	1906
WOOD RIVER East Alton-Wood River Community, 4-year; C. C. Stadtman, principal	25	719	1921
WOODSTOCK Community, 4-year; H. G. Abraham, principal	22	387	1910
WYOMING Community, 4-year; W. S. Perrin, principal	7	154	1933
YORKVILLE Community Consolidated, 4-year; C. H. Dixon, superintendent	7	191	1922
ZEIGLER Community, 4-year; C. E. Wingo, principal	10	303	1934
INDIANA			
ALEXANDRIA, 6-year; Frank O. Medsker, superintendent	11.5	393	1908
ANDERSON Senior, 4-year; F. W. Stoler, principal	68.5	2019	1908
ANGOLA, 4-year; John L. Estrich, superintendent	9.8	220	1935
ATTICA, 4-year; F. R. Cox, principal	11.2	289	1908
AUBURN, 4-year; E. F. Fribley, principal	14.3	376	1922
BEDFORD, 4-year; H. H. Mourer, principal	28	869	1908
BEECH GROVE, 6-year; L. B. Mann, superintendent	8.2	205	1933
BLOOMINGTON, 6-year; V. L. Tatlock, principal	50.3	1382	1910
BLUFFTON, 4-year; L. R. Willey, principal	17	396	1916
BOONVILLE, 4-year; L. J. Robinson, superintendent	12.3	330	1933
BRAZIL, 3-year; Chas. P. Keller, superintendent	16	532	1910
BREMEN, 6-year; C. B. Macy, superintendent	6.3	188	1915
BROOKVILLE, 4-year; Chas. L. Zuck, superintendent	8	238	1926
BUTLER, 4-year; J. P. Price, superintendent	7	161	1930
CAMBRIDGE CITY Lincoln, 6-year; L. W. Arburn, superintendent	15	327	1933
CLINTON, 6-year; E. C. Boyd, superintendent	24	717	1915
COLLEGEVILLE St. Joseph's Academy, 4-year; Rev. Rufus H. Esser, principal	9	127	1917
COLUMBIA CITY, 4-year; O. R. Smiley, principal	15.3	350	1916
COLUMBUS, 4-year; D. DuShane, superintendent	31.4	954	1915
CONNERSVILLE, 4-year; B. E. Myers, principal	20.5	626	1908
COVINGTON, 6-year; H. E. Sanford, principal	11	333	1926
CRAWFORDSVILLE, 6-year; L. J. C. Freenan, principal	16.2	424	1908
CROWN POINT, 4-year; F. L. Busenburg, superintendent	13.5	330	1928
CULVER:			
Culver, 6-year; F. M. Annis, principal	9	228	1932

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited
			Since
Culver Military Academy, 4-year; F. L. Hunt, principal	21.2	344	1912
DANVILLE, 6-year; C. R. Landis, principal	10.5	171	1934
DECATUR, 4-year; W. J. Krick, superintendent	9.6	275	1910
DONALDSON Ancilla Domini, 4-year; Sister M. Symphoria, principal	6	41	1934
EAST CHICAGO:			
Roosevelt, 6-year; R. R. Myers, principal	21.6	709	1930
Washington, 4-year; R. F. Robinson, principal	36	1268	1906
ELKHART, 4-year; J. W. Holdeman, principal	51.5	1724	1906
ELWOOD, 4-year; W. F. Smith, superintendent	22.7	682	1919
EVANSVILLE:			
Benjamin Bosse, 4-year; Carl Eifler, principal	33.5	1177	1925
Central, 4-year; Carl Shrode, principal	51.8	1639	1906
Francis J. Reitz, 4-year; M. L. Plumb, principal	31.7	1100	1922
FAIRMOUNT, 6-year; F. S. Galey, superintendent	11.8	366	1926
FT. WAYNE:			
Central, 4-year; F. H. Croninger, principal	53.5	1576	1906
North Side, 4-year; M. H. Northrop, principal	44.2	1383	1928
South Side, 4-year; R. M. Snider, principal	59	1898	1924
Elmhurst (R.F.D.), 4-year; Paul Haller, principal	12	285	1934
FRANKFORT, 4-year; C. R. Young, principal	26.6	790	1909
FRANKLIN Alva Neal, 4-year; W. S. Porter, principal	12.8	301	1908
GARRETT, 4-year; W. S. Painter, superintendent	11.8	328	1927
GARY:			
Emerson, 4-year; E. A. Spaulding, principal	34.8	1101	1908
Froebel, 4-year; C. S. Coons, principal	29	923	1915
Horace Mann, 4-year; C. D. Lutz, principal	39	1342	1930
Lew Wallace, 4-year; Verna M. Hoke, principal	26	846	1933
Roosevelt, 4-year; H. T. Tatum, principal	17	550	1933
GAS CITY, 6-year; A. J. Reifel, superintendent	8	174	1931
GOSHEN, 4-year; O. L. Walter, principal	24	625	1907
GREENCASTLE, 4-year; William Bishop, principal	16.3	418	1919
GREENFIELD, 6-year; E. O. Higgins, principal	10.3	240	1921
HAMMOND, 4-year; A. L. Spohn, principal	63.6	2120	1908
HARTFORD CITY, 6-year; H. P. Kelsay, superintendent	15.5	484	1918
HOBART, 4-year; Guy Dickey, superintendent	11.3	401	1926
HOWE, 4-year; B. B. Bouton, principal	8.4	81	1907
HUNTINGTON, 4-year; C. E. Byers, principal	26.5	805	1909
INDIANAPOLIS:			
Arsenal Technical, 4-year; D. S. Morgan, principal	240	6223	1916
Crispus Attucks, 4-year; R. A. Lane, principal	59.5	1684	1929
Emmerich Manual Training, 4-year; E. H. K. McComb, principal	73	1769	1908
Shortridge, 4-year; George Buck, principal	120	3286	1907
George Washington, 4-year; W. G. Gingery, principal	65	1769	1929
Tudor Hall School, 4-year; I. Hilda Stewart, principal	11	67	1921
KENDALLVILLE, 5-year; H. M. Dixon, superintendent	14.1	384	1913
KENTLAND Alexander J. Kent, 6-year; A. C. Cast, principal	9	194	1925
KNIGHTSTOWN, 6-year; L. E. Rogers, superintendent	8.5	177	1933
KOKOMO, 4-year; C. E. Hinshaw, principal	53.5	1597	1908
LAFAYETTE Jefferson, 4-year; M. E. McCarty, superintendent	46	1284	1908
LAPORTE, 4-year; J. M. French, principal	32.7	967	1906
LEBANON, 6-year; T. L. Christian, principal	24	710	1918
LIBERTY Liberty-Center Township, 6-year; E. H. Bell, superintendent	7	146	1926
LIGONIER, 4-year; O. R. Bangs, superintendent	7	154	1927
LINTON Linton-Stockton, 4-year; T. J. Beecher, superintendent	18	498	1928
LOGANSPOUT Senior, 3-year; B. F. Cox, principal	33.4	821	1908
MADISON, 4-year; C. K. Salm, principal	10.5	294	1916

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
MARION, 3-year; J. W. Kendall, principal	31.3	844	1916
MARTINSVILLE, 4-year; G. M. Curtis, principal	18.2	519	1917
MICHIGAN CITY Isaac C. Elston, 4-year; M. L. Knapp, principal	31.5	910	1907
MISHAWAKA, 4-year; C. H. Kern, principal	41.4	1476	1909
MONTICELLO, 6-year; Robert Ross, superintendent	8.5	248	1917
MOUNT VERNON, 6-year; M. N. O'Bannon, superintendent	15.5	488	1909
MUNCIE:			
Burris, 6-year; E. A. Johnson, principal	11.3	281	1934
Central, 3-year; P. F. Addison, principal	48	1248	1908
NAPPANEE, 6-year; J. A. Abell, superintendent	8.7	274	1935
NEWCASTLE Senior, 4-year; E. J. Llewelyn, superintendent	29.5	864	1909
NORTH JUDSON North Judson-Wayne, 6-year; H. C. Clausen, superintendent	6.3	157	1926
NORTH MANCHESTER Central, 6-year; Warner Ogden, principal	6.5	147	1924
NOTRE DAME St. Mary's Academy, 4-year; Sister M. Evangelista, principal	5	89	1922
OXFORD, 6-year; R. E. Hood, principal	5	107	1919
PENDLETON, 6-year; F. H. Miner, superintendent	9.4	227	1931
PERU, 4-year; Victor Dawalt, principal	25.8	871	1922
PIERCETON, 6-year; George Plew, principal	5.5	156	1927
PLYMOUTH, 4-year; H. R. Beabout, principal	15.6	420	1913
PORTLAND Senior, 4-year; J. C. Webb, superintendent	15.2	452	1920
PRINCETON, 4-year; Mabel E. Tichenor, principal	17.1	527	1925
RENSSELAER, 4-year; Gale Smith, superintendent	14	309	1908
RICHMOND Morton Senior, 3-year; E. C. Cline, principal	34.7	1033	1908
ROCHESTER Joint, 4-year; F. W. Rankin, principal	12.6	326	1922
RUSHVILLE, 6-year; L. A. Lockwood, superintendent	13.3	346	1909
ST. MEINRAD St. Meinrad Seminary, 4-year; Rev. Aemilian Elpers, principal	4.5	102	1934
SALEM Salem-Washington Township, 4-year; E. E. Brooks, superintendent	16	420	1917
SEYMOUR Shields, 6-year; N. J. Lasher, superintendent	18.8	596	1931
SHELBYVILLE, 4-year; J. W. O. Breck, principal	21	592	1908
SOUTH BEND:			
Central Senior, 6-year; J. S. McCowan, principal	71.6	2354	1907
James Whitcomb Riley, 6-year; G. S. Kropf, principal	26.1	943	1932
SULLIVAN, 4-year; H. C. Gilmore, principal	16	511	1910
TERRE HAUTE:			
Garfield, 4-year; C. Zimmerman, principal	35	819	1913
Gerstmeier Technical, 4-year; Guy Stantz, principal	37	975	1929
Wiley, 3-year; W. S. Forney, principal	34	892	1908
Indiana State Training, 6-year; O. G. Jamison, principal	13.3	171	1914
TIPTON, 4-year; C. B. Stemen, principal	11.8	360	1923
UNION CITY, 4-year; Harlie Garver, superintendent	8	163	1909
VALPARAISO, 4-year; R. B. Julian, superintendent	19.2	543	1908
VINCENNES Lincoln, 4-year; L. V. Phillips, principal	27	784	1915
WABASH, 4-year; L. H. Carpenter, principal	15.4	427	1909
WARSAW, 4-year; J. M. Leffel, superintendent	14.6	416	1918
WASHINGTON, 4-year; A. O. Fulkerson, principal	21	653	1909
WEST LAFAYETTE, 4-year; F. A. Burtfield, superintendent	14.6	301	1914
WEST TERRE HAUTE Concannon, 4-year; A. D. Montgomery, principal	9.2	218	1933
WHITING, 3-year; L. C. Grubb, principal	18	490	1914
WINCHESTER, 4-year; A. R. Williams, superintendent	9.4	173	1915
IOWA			
ALBIA, 4-year; W. H. Fasold, superintendent	16.7	470	1914

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
ALGONA, 4-year; O. B. Laing, superintendent	15	358	1906
ALTA, 4-year; L. A. Clark, superintendent	6	146	1920
AMES Senior, 3-year; Verne M. Young, principal	18	514	1914
ANAMOSA, 4-year; R. E. Ballard, superintendent	10.1	220	1917
ATLANTIC, 4-year; G. G. Knipfer, principal	16.6	466	1924
AUDUBON, 4-year; S. T. Manuel, superintendent	11.4	263	1933
BEDFORD, 4-year; Alma Jackson, principal	10.4	249	1915
BELLE PLAINE, 4-year; M. L. Morris, superintendent	10.7	297	1914
BELLEVUE, 6-year; O. C. Sutherland, superintendent	8.2	109	1926
BELMOND, 4-year; Hazel V. Thomas, superintendent	7.5	194	1930
BLOOMFIELD, 4-year; J. T. Brooks, principal	11.6	328	1927
BOONE, 3-year; G. S. Wooten, superintendent	18	553	1910
BRITT, 4-year; L. J. Thies, superintendent	9.6	205	1925
BUFFALO CENTER, 6-year; J. E. Smith, superintendent	10	209	1927
BURLINGTON, 3-year; Ray H. Bracewell, superintendent	34.6	850	1908
CARROLL:			
Carroll, 4-year; V. E. Stansbury, superintendent	14.1	330	1908
St. Angela Academy, 4-year; Sister M. Leonita Teeling, principal	5.8	102	1935
CEDAR FALLS:			
Senior High School, 3-year; F. L. Mahannah, superintendent	10.2	283	
Iowa State Teachers College High School, 4-year; C. L. Jackson, principal	11.5	187	1913
CEDAR RAPIDS Mt. Mercy High School, 4-year; Sister Mary Elizabeth	5.5	37	1930
CENTERVILLE, 4-year; E. W. Fannon, superintendent	22	657	1906
CHARITON, 4-year; J. R. Cougill, superintendent	16.2	504	1928
CHARLES CITY, 3-year; P. C. Lapham, superintendent	16.4	384	1908
CHEROKEE:			
Cherokee, 4-year; J. C. Hoglan, principal	15	385	1908
Mt. St. Mary Academy, 4-year; Sister Mary Evangelista, principal	5	72	1931
CLARINDA, 3-year; J. W. Slocum, principal	13.2	320	1909
CLARION, 4-year; C. J. Christiansen, superintendent	13.5	348	1917
CLEAR LAKE, 4-year; C. A. Pease, superintendent	12.3	305	1921
CLINTON:			
Clinton, 4-year; W. J. Yourd, principal	31.7	965	1920
Lyons, 3-year; F. S. Mona, superintendent	6.6	228	1916
Mt. St. Clare Academy, 4-year; Sister M. Paschal, principal	5.4	62	1931
Our Lady of Angels Academy, 4-year; Sister Mary Antoninus, principal	6.8	73	1935
COLFAX, 4-year; H. J. Eastman, superintendent	7.3	195	1916
CORNING, 4-year; L. R. Taylor, superintendent	14	336	1912
CORRECTIONVILLE, 4-year; W. H. Franklin, superintendent	8	146	1928
CORYDON, 4-year; W. T. North, superintendent	10	203	1908
COUNCIL BLUFFS:			
Abraham Lincoln, 4-year; G. W. Kirn, principal	42	1123	1907
Thomas Jefferson, 4-year; Ray F. Myers, principal	30	861	1927
Iowa School for the Deaf, 4-year; O. L. McIntire, superintendent	8.6	65	1932
CRESO, 4-year; D. J. Robins, superintendent	12.5	278	1907
CRESTON, 4-year; Burton R. Jones, superintendent	17.4	530	1926
DAVENPORT:			
Davenport Senior, 3-year; A. I. Naumann, principal	60.1	1949	1908
Immaculate Conception Academy, 4-year; Sister M. Petra, principal	9.2	158	1931
St. Ambrose College Academy, 4-year; W. L. Adrian, principal	10.2	196	1927
DECORAH, 4-year; Thomas R. Roberts, superintendent	16.1	446	1907
DENISON, 3-year; L. P. Sewell, superintendent	7.5	241	1910
DES MOINES:			
Abraham Lincoln, 3-year; N. H. Weeks, principal	19	648	1927

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited
			Since
East, 3-year; O. G. Priedhard, principal	54.9	1901	1905
North, 3-year; H. T. Steeper, principal	43.9	1731	1905
Roosevelt, 3-year; J. E. Stonecipher, principal	36.2	1351	1924
Catholic College Academy, 4-year; J. J. Boylan, superintendent	10	250	1932
Dows, 4-year; Hugh S. Logan, superintendent	6.7	160	1928
DUBUQUE:			
Dubuque Senior, 3-year; R. W. Johnson, principal	36.6	1015	1905
Columbia Academy, 4-year; E. A. Fitzgerald, registrar	10	200	1926
Visitation Academy, 4-year; Sister M. Josephine, principal	7.1	96	1926
DYSART, 4-year; Ruby G. McCarthy, superintendent	9.1	152	1933
EAGLE GROVE, 4-year; C. L. McDowell, superintendent	17.4	475	1906
EARLEHAM, 4-year; H. M. Taulbee, superintendent	7.5	150	1922
ELDORA, 4-year; F. K. Schmidt, superintendent	8.3	243	1917
ELKADER, 4-year; J. Dale Welsch, superintendent	6	113	1912
EMMETSBURG, 4-year; R. W. Newell, superintendent	11	248	1915
ESTHERVILLE, 4-year; W. A. Cresap, principal	13	372	1923
EXIRA, 4-year; R. M. Slotten, superintendent	7.5	190	1932
FAIRFIELD, 4-year; J. F. T. Saur, principal	21.4	552	1912
FONDA, 4-year; F. M. Hamilton, superintendent	6.5	114	1923
FOREST CITY:			
Forest City, 4-year; Geo. D. Eaton, superintendent	10.5	243	1921
Waldorf-Luther Academy, 3-year; J. L. Rendahl, president	4.5	56	1931
FORT DODGE, 4-year; C. T. Feelhaven, principal	38.8	1375	1908
FORT MADISON, 4-year; A. I. Tiss, superintendent	21	640	1912
GARNER, 4-year; J. R. Mounce, superintendent	8	180	1925
GLIDDEN, 4-year; A. W. Moore, superintendent	6.5	149	1923
GOLDFIELD, 4-year; E. R. Calkins, superintendent	5	98	1927
GOWRIE, 4-year; A. C. Anderson, superintendent	5	92	1930
GREENFIELD, 4-year; Geo. Westby, superintendent	13	200	1932
GRINNELL, 4-year; C. E. Humphrey, superintendent	18	479	1904
GRUNDY CENTER, 4-year; J. L. Larson, superintendent	9.5	244	1923
GUTHRIE CENTER, 4-year; M. E. Hinderks, superintendent	14	351	1924
GUTTENBERG, 4-year; B. H. Graeber, superintendent	6	107	1924
HAMPTON, 4-year; A. E. Rankin, superintendent	10	308	1917
HARLAN, 4-year; F. G. Stith, superintendent	12.6	325	1927
HAWARDEN, 4-year; C. H. Britzmann, superintendent	7.2	253	1927
HULL Western Christian ¹ , 4-year; George Pals, principal	4	59	1925
IDA GROVE, 6-year; M. M. Schell, superintendent	13.2	333	1928
INDEPENDENCE, 3-year; J. S. Vanderlinden, superintendent	8	205	1910
INDIANOLA, 3-year; W. H. Hoyman, superintendent	10.6	332	1910
IOWA CITY:			
Iowa City, 4-year; W. E. Beck, principal	26.7	629	1905
University High School, 3-year; Harry K. Newburn, principal	12	157	1930
IOWA FALLS, 4-year; C. M. Bartrug, superintendent	13	350	1913
KEOKUK, 3-year; Geo. E. Davis, principal	18	466	1925
KNOXVILLE, 4-year; A. J. Steffy, superintendent	11.5	385	1919
LAKE CITY, 4-year; Fanny Howell, principal	8.5	208	1928
LAKE MILLS, 4-year; O. A. Rusley, superintendent	10	214	1928
LE MARS, 3-year; Harvey N. Kluckhohn, superintendent	9.6	244	1914
LOGAN, 4-year; Don A. Foster, superintendent	9.5	268	1914
MANCHESTER, 4-year; C. W. Bangs, superintendent	12.3	260	1907
MANILLA, 4-year; R. O. Borreson, superintendent	8.2	171	1935
MANSON, 4-year; H. C. DeKock, superintendent	6.6	185	1924
MAPLETON, 4-year; K. C. Vanorden, superintendent	8.5	198	1921
MAQUOKETA, 4-year; W. C. Harding, superintendent	13.5	309	1906

¹ Prior to 1935 listed as Western Academy.

Name and Location, Type of School, and Officer in Charge	Accredited		
	Teachers	Pupils	Since
MARENGO, 4-year; J. H. Shipton, superintendent	8	227	1908
MARION, 4-year; C. B. Vernon, superintendent	12	300	1917
MARSHALLTOWN, 3-year; B. R. Miller, principal	21.6	743	1908
MASON CITY, 4-year; James Rae, principal	42.6	1420	1910
MILFORD, 6-year; C. C. Buerkens, superintendent	8.6	183	1930
MISSOURI VALLEY, 4-year; C. G. Weatherwax, superintendent	12.5	377	1908
MONTICELLO, 4-year; A. B. Grimes, superintendent	9.9	226	1915
MORAVIA, 4-year; Wm. H. Young, superintendent	7	145	1927
MOUNT PLEASANT, 4-year; C. W. Cruikshank, superintendent	13.2	392	1913
MUSCATINE, 4-year; Fred G. Messenger, principal	29.2	953	1909
NEVADA, 4-year; T. B. Warren, superintendent	7	186	1922
NEW HAMPTON, 4-year; F. J. Moore, superintendent	10.4	302	1919
NEWTON, 4-year; B. C. Berg, superintendent	46.2	911	1908
NORTHWOOD, 4-year; E. A. Prehm, superintendent	9	198	1928
ODEBOLT, 3-year; A. W. Coon, superintendent	6.7	134	1932
DELWEIN, 3-year; G. B. Ferrell, superintendent	13	295	1923
ONAWA, 4-year; J. H. McBurney, superintendent	9.5	235	1908
ORANGE CITY Northwestern Classical Academy, 4-year; Jacob Heemstra, principal	4.7	61	1930
OSAGE, 4-year; Geo. H. Sawyer, superintendent	14	289	1909
OSCEOLA, 4-year; Lee E. Easter, superintendent	11	295	1930
OSKALOOSA, 4-year; Russell C. Hartman, principal	25.2	694	1908
OTTUMWA:			
Ottumwa, 4-year; Frank W. Douma, principal	47	1556	1908
Heights Academy, 4-year; Mother M. Geraldine, superintendent	7.5	79	1927
PERRY, 4-year; C. E. Knapp, principal	16.2	469	1924
POSTVILLE, 4-year; R. J. Carroll, superintendent	7.4	180	1921
RADCLIFFE, 4-year; L. C. Taylor, superintendent	10	194	1924
RED OAK, 4-year; J. R. Inman, superintendent	17.5	497	1918
RICEVILLE, 4-year; Samuel Tyler, superintendent	6.7	134	1925
ROCK RAPIDS, 4-year; W. C. Jackman, superintendent	10.5	239	1918
ROCKWELL CITY, 4-year; T. J. Burns, superintendent	11	230	1930
SAC CITY, 3-year; Ray A. Killion, principal	6.2	207	1924
SHELDON, 4-year; Margaret Burns, principal	10.2	260	1913
SHENANDOAH, 6-year; W. Dean McKee, superintendent	16	716	1919
SIBLEY, 4-year; Cornelia W. Mattern, principal	6	150	1914
SIGOURNEY, 4-year; E. B. Lynch, superintendent	9	201	1928
SIoux CITY:			
Central, 3-year; A. G. Heitman, principal	66.3	2112	1908
East, 3-year; H. A. Arnold, principal	28.8	787	1926
Trinity College High School, 4-year; John A. Elbert, president	7	137	1933
SPENCER, 4-year; Lowell B. Test, principal	15.8	469	1909
STORM LAKE, 4-year; F. B. Farmer, superintendent	14	317	1915
STORY CITY, 4-year; Frank E. Green, superintendent	7	227	1922
STUART, 4-year; Joe S. Kirkman, principal	6	128	1920
TABOR, 4-year; J. M. Ireland, superintendent	7	160	1922
TAMA, 4-year; E. H. Nelson, superintendent	8.5	221	1919
TIPTON, 3-year; C. W. Cowan, principal	7	178	1931
TOLEDO, 4-year; M. A. Love, superintendent	7.5	190	1919
VILLISCA, 4-year; H. E. Dow, superintendent	11	279	1916
VINTON, 4-year; V. T. Weems, superintendent	12.4	320	1914
WASHINGTON, 4-year; J. H. Peet, superintendent	18.5	491	1916
WATERLOO:			
East, 3-year; Fred J. Miller, principal	21.4	772	1912
West, 3-year; Wm. W. Gibson, principal	22.6	776	1908

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
WAUKON, 4-year; B. K. Orr, superintendent	9	299	1922
WAVERLY, 4-year; T. M. Clevenger, superintendent	13.5	333	1927
WEBSTER CITY, 4-year; Burrus E. Beard, superintendent	18	547	1913
WEST LIBERTY, 4-year; Karl C. Smith, superintendent	8	189	1907
WINTERSET, 4-year; A. P. Henry, superintendent	14.3	372	1923
WOODBINE, 4-year; A. E. Fisher, superintendent	11	204	1924
KANSAS			
ABILENE, 4-year; Marvin W. VanOsdol, principal	18.5	544	1910
ALMA, 4-year; E. R. DeVore, superintendent	7.6	147	1913
ANTHONY, 4-year; Kenneth W. McFarland, principal	12	298	1923
ARKANSAS CITY, 3-year; E. A. Funk, principal	25.5	692	1924
ARMA, 4-year; W. W. VanNorsdall, principal	10	286	1928
ASHLAND, 4-year; J. E. Humphreys, superintendent	10	155	1920
ATCHISON:			
Atchison, 6-year; Charles O. Wright, principal	29.5	1000	1913
Maur Hill, ¹ 4-year; Mark Merwick, principal	13	129	1926
Mt. St. Scholastica, 4-year; Sister M. Eusebia, principal	9	128	1928
ATTICA, 6-year; B. W. Roderick, superintendent	7	187	1928
AUGUSTA, 4-year; H. H. Robinson, principal	13.8	416	1920
BAXTER SPRINGS, 4-year; N. L. Lancaster, superintendent	9.5	295	1923
BAZINE, 4-year; S. M. Reinhardt, principal	8	117	1933
BELLE PLAINE, 4-year; I. B. Mosley, principal	8	144	1932
BELLEVILLE, 4-year; A. O. Hainline, principal	10.7	265	1925
BELOIT, 4-year; John S. Morrell, superintendent	13.5	295	1922
BLUE RAPIDS, 4-year; L. H. Mosser, superintendent	8.5	155	1926
BONNER SPRINGS, 4-year; Roy A. Hoglund, superintendent	10	207	1923
BUCKLIN, 4-year; Chas. E. Hinshaw, superintendent	7	109	1920
BURLINGTON, 4-year; R. R. Sheldon, principal	12	294	1912
CALDWELL, 6-year; M. D. Alcorn, principal	10	356	1921
CANEY, 4-year; J. R. Popkins, principal	9.5	222	1923
CEDARVALE, 4-year; R. R. Vandruff, superintendent	7	192	1923
CHANUTE, 3-year; H. C. Miller, principal	20	527	1911
CHAPMAN Dickinson County Community, 4-year; O. O. Smith, principal	15.5	340	1926
CHEROKEE Crawford County Community, 4-year; J. E. Needham, principal	9.1	170	1923
CHERRYVALE, 3-year; John P. Sheffield, principal	7	207	1912
CIMARRON, 6-year; Raymond Umbarger, principal	10	239	1924
CLAFLIN, 4-year; E. L. Starrett, superintendent	5.7	90	1933
CLAY CENTER Clay County Community, 4-year; Sheldon Frick, principal	17.5	523	1911
CLIFTON, 4-year; E. W. Goering, principal	5.7	126	1931
CLYDE, 4-year; Walter C. Freese, superintendent	7	145	1930
COFFEYVILLE, 3-year; W. W. Bass, principal	24	826	1927
COLBY, 4-year; R. L. Dennen, superintendent	11	248	1929
COLUMBUS Cherokee County Community, 4-year; Mrs. Ethel Lock, principal	23	538	1923
CONCORDIA, 6-year; H. D. Karns, principal	22	637	1910
CORNING, 4-year; Gilbert Jeffery, principal	6	93	1929
COTTONWOOD FALLS Chase County Community, 4-year; C. A. Yeomans, principal	8.5	159	1922
DIGHTON Lane County Community, 4-year; Frank E. Strickler, principal	9	185	1929
DODGE CITY, 3-year; Victor A. Klotz, principal	17	508	1912

¹ Prior to 1935 listed as St. Benedict's Academy.

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
DOUGLASS, 6-year; Wilbur M. Ehrsam, principal	10.5	200	1929
EFFINGHAM Atchison County Community, 4-year; Frank L. Hunn, principal	9	187	1911
ELDORADO, 3-year; E. L. Harms, principal	18.2	632	1911
ELKHART, 4-year; E. L. McNeill, superintendent	6.4	142	1928
ELLIS, 4-year; Edgar A. Fitzgerald, principal	8	170	1924
ELLSWORTH, 4-year; K. D. Hamer, principal	11.2	202	1915
EMPORIA:			
Emporia, 3-year; L. A. Lowther, superintendent	22.8	765	1908
Roosevelt, 6-year; H. E. Dewey, principal	11.5	127	1935
EUDORA, 4-year; John Steiner, principal	7	89	1925
EUREKA, 4-year; Barclay M. Bond, principal	11	345	1917
FLORENCE Memorial, 4-year; C. W. Wilson, principal	6.5	113	1922
FORT SCOTT, 4-year; W. S. Davison, principal	21.8	660	1906
FRANKFORT, 4-year; Frank C. Harris, principal	9	236	1929
FREDONIA, 3-year; Hugh W. Speer, principal	12	251	1922
FRONTENAC, 3-year; Margaret M. Monahan, principal	5	144	1925
GARDEN CITY, 3-year; W. E. Jones, principal	10.2	342	1913
GARNETT, 4-year; G. E. Watkins, principal	9.2	248	1911
GIRARD, 4-year; Jane Townsend, principal	11.8	339	1919
GLASCO, 4-year; C. E. Morelock, superintendent	7.4	102	1925
GOODLAND Sherman County Community, 4-year; L. C. Peters, principal	13	276	1932
GREAT BEND, 4-year; O. E. Bonecutter, principal	14.5	430	1919
GREENSBURG, 4-year; Fred J. Hodges, principal	9.5	199	1927
HALSTEAD, 4-year; Donald A. McConnell, superintendent	8.5	131	1925
HAMILTON, 4-year; G. H. Wedelin, principal	6.5	135	1930
HARPER, 4-year; Eric T. Tebow, superintendent	10.8	244	1923
HAYS, 6-year; Maude McMIndes, principal	17	421	1916
HERINGTON, 4-year; E. J. Chesky, superintendent	11	353	1926
HIAWATHA, 3-year; A. G. Schroedermeier, superintendent	9	217	1909
HOISINGTON, 4-year; C. C. Hardy, principal	9.5	275	1916
HOLTON, 4-year; Thomas J. Moore, principal	9	240	1927
HOPE, 4-year; Robert B. Gilkison, superintendent	6.7	120	1930
HORTON, 4-year; Lloyd P. Wollen, superintendent	9.5	260	1918
HOWARD, 4-year; Glenn L. Wycoff, superintendent	7.2	143	1924
HOXIE Sheridan Community, 4-year; James J. Brooks, principal	8	183	1928
HUMBOLT, 4-year; A. J. Trueblood, principal	9.2	265	1914
HUTCHINSON, 3-year; J. F. Gilliland, principal	34	1126	1906
INDEPENDENCE, 3-year; E. R. Stevens, principal	20	534	1911
IOLA, 3-year; A. E. Garrison, principal	11	364	1908
JETMORE Hodgeman Community, 4-year; Paul E. Dannelley, principal	7	144	1927
JEWELL CITY RURAL, 4-year; Fred W. Meyer, superintendent	6	116	1925
JUNCTION CITY, 6-year; Jerry J. Vineyard, principal	29	905	1906
KANSAS CITY:			
Argentine, 22nd & Ruby, 4-year; J. C. Harmon, principal	19.5	752	1915
Rosedale, 36th & Springfield, 4-year; Dudley F. Bentley, principal	12	489	1915
Sumner, 9th & Washington, 3-year; J. A. Hodge, principal	17	747	1926
Ward, 708 North Eighteenth, 4-year; Sister Rose Catharine, principal	15	559	1934
Wyandotte, 9th & Minnesota, 4-year; J. F. Wellemeyer, principal	57.2	2159	1906
KINGMAN, 4-year; L. N. Gish, principal	13.2	350	1913
KINSLEY, 4-year; C. M. Rankin, superintendent	8	196	1913
KIOWA, 6-year; Geo. C. Stevens, superintendent	10	216	1921
LANSING Rural, 4-year; Chas. L. Shughart, principal	5	100	1932
LARNED, 4-year; R. V. Phinney, superintendent	11.8	380	1924

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
LAWRENCE:			
Liberty Memorial, 3-year; Neal M. Wherry, principal	27	705	1914
Oread Training School, 4-year; F. O. Russell, principal	6	90	1920
LEAVENWORTH:			
Leavenworth, 4-year; O. R. Young, principal	19	574	1906
Immaculata, 4-year; Sister M. Baptista, principal	8.6	260	1930
St. Mary's Academy, 4-year; Sister M. Francesca, principal	9.2	93	1926
LENORA, 4-year; Chester F. D. Steeples, principal	6	106	1931
LEON, 4-year; L. B. Neece, superintendent	8	150	1929
LEOTI Wichita County Community, 4-year; C. F. Newman, principal	5.6	139	1932
LIBERAL, 4-year; N. B. Mahuron, superintendent	11.5	376	1924
LINCOLN, 4-year; W. J. Robinson, superintendent	11.6	215	1924
LINDSBORG, 4-year; Clifford C. Swenson, principal	9.2	204	1916
LYONS, 4-year; R. H. Williams, principal	11	295	1923
MADISON, 4-year; W. D. Munson, superintendent	7.3	220	1932
MANHATTAN, 3-year; F. V. Bergman, principal	19.8	523	1915
MANKATO, 4-year; N. G. Sheffer, superintendent	6	120	1916
MARION, 4-year; Maurice B. Myer, principal	9.2	208	1913
MARQUETTE, 3-year; Elizabeth Curry Oyer, principal	4.5	83	1932
MARYSVILLE, 4-year; D. E. Wolgast, superintendent	14.4	428	1912
McLOUTH, 4-year; Ira N. H. Brammell, principal	5	129	1925
McPHERSON, 3-year; R. W. Potwin, superintendent	15	414	1911
MEADE, 4-year; Margaret Wilson, principal	7.5	157	1932
MEDICINE LODGE, 6-year; Isaac V. Martin, superintendent	10.4	280	1924
MERRIAM Shawnee Mission, 4-year; Albert L. Cross, principal	22.4	680	1925
MIDIAN, 4-year; F. W. Briner, superintendent	5	50	1935
MILTONVALE Rural, 4-year; L. A. Noll, principal	7	137	1926
MINNEAPOLIS, 4-year; Geo. E. Bear, superintendent	9.2	190	1927
NEODESHA, 6-year; Geo. D. Caldwell, principal	21.8	584	1913
NESS CITY, 4-year; L. L. Thompson, superintendent	7.5	180	1932
NEWTON, 4-year; Frank Lindley, principal	25.6	866	1911
NICKERSON Reno Community, 4-year; F. A. Mundell, principal	9	160	1911
NORTON Community, 4-year; Gerald Travis, principal	13.5	324	1923
NORTONVILLE, 4-year; H. R. Stover, superintendent	5.6	81	1932
OBERLIN Decatur County Community, 4-year; Chas. E. Hawkes, superintendent	12	352	1923
OLATHE, 3-year; Norman I. Reist, superintendent	9	236	1911
ONAGA, 4-year; Fred A. Seaman, principal	7	123	1924
OSAWATOMIE, 4-year; D. A. Morgan, principal	10.4	360	1923
OSBORNE, 4-year; R. C. Barnett, principal	10.7	240	1924
OSKALOOSA, 4-year; G. A. Tewell, superintendent	7	135	1929
OSWEGO, 4-year; C. C. Ross, principal	6.5	182	1922
OTTAWA, 3-year; R. E. Gowans, principal	15	470	1918
OXFORD, 4-year; Claude O. Lowe, principal	9.5	148	1930
PAOLA:			
Paola, 4-year; Fred S. Montgomery, principal	15	324	1908
Ursuline Academy, 4-year; Mother Thomas, principal	5	45	1926
PARSONS, 3-year; E. F. Farner, principal	22	735	1916
PARTRIDGE, 4-year; J. B. Garrison, principal	4.9	63	1930
PAWNEE ROCK, 6-year; Frank Wagaman, superintendent	6.5	123	1926
PEABODY, 4-year; Harry H. Brown, superintendent	10	169	1921
PHILLIPSBURG, 4-year; William McMullen, superintendent	8.5	212	1925
PITTSBURG:			
Pittsburg, 3-year; J. L. Hutchinson, principal	27.5	843	1914
State Teachers High School, 3-year; W. E. Matter, principal	7.2	99	1922
PLAINS Consolidated, 6-year; W. E. Woodward, superintendent	6.5	146	1927

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
PLEASANTON, 4-year; Elwyn Campbell, superintendent	8	172	1932
PRATT, 6-year; H. B. Unruh, principal	24.6	724	1921
QUINTER, 4-year; L. Carl Cox, principal	8.5	163	1933
ROSSVILLE, 4-year; T. L. Bouse, principal	6.5	114	1925
RUSSELL, 4-year; Clifford D. Dean, principal	9.3	279	1927
SABETHA, 4-year; W. O. Stark, superintendent	8.6	220	1912
St. FRANCIS Community, 4-year; G. E. Greene, principal	9.3	203	1932
St. MARYS, 4-year; E. H. Pritchard, superintendent	6	100	1933
SALINA:			
Salina, 4-year; W. W. Waring, principal	35.4	1154	1910
Marymount Academy, 4-year; Sister M. Arcadius, principal	4.3	36	1925
Sacred Heart Academy, 4-year; Sister M. Hilda, principal	5.8	148	1925
St. John's Military School, 4-year; Rt. Rev. R. H. Mize, superintendent	6.3	35	1932
SCOTT CITY Scott County Community, 4-year; O. L. Darner, principal	10	234	1928
SEDAN, 6-year; Thomas N. Millard, principal	11	264	1922
SEDGWICK, 4-year; J. W. Campbell, superintendent	6.5	95	1930
SENECA, 4-year; J. E. Bowers, principal	6	118	1920
SMITH CENTER, 4-year; Ernest R. Allbert, superintendent	11.5	248	1921
SOLOMON, 4-year; Leon F. Montague, superintendent	6.5	139	1929
STAFFORD, 4-year; Frank L. Irwins, superintendent	11.5	232	1911
STERLING, 4-year; L. C. Newman, superintendent	10.7	199	1922
SYRACUSE, 4-year; W. A. Baker, superintendent	8	148	1924
TONGANOXIE, 4-year; W. C. Morrow, principal	8	202	1930
TOPEKA:			
Topeka, 10th & Taylor, 3-year; W. N. VanSlyck, principal	67.6	2152	1906
Catholic, 4-year; Sister Cecelia, principal	10.2	300	1929
Highland Park, 4-year; W. W. Wright, superintendent	9.5	240	1934
TROY, 4-year; Chas. Marble, Jr., superintendent	8	160	1929
VALLEY FALLS, 4-year; B. R. Thorpe, superintendent	6.6	205	1930
WAKEENEY Trego Community, 4-year; R. E. Custer, principal	11.6	244	1912
WAMEGO, 4-year; C. J. Dauner, principal	10	228	1917
WASHINGTON, 4-year; H. H. Darby, principal	6.1	139	1920
WATERVILLE, 4-year; Verne E. Hoisington, superintendent	5.6	107	1932
WATHENA, 4-year; Arthur J. Hetzel, superintendent	6.7	143	1931
WELLINGTON, 3-year; Glenn Caskey, principal	13.8	521	1906
WICHITA:			
East, Douglas Ave. at Grove, 3-year; Truman G. Reed, principal	83.4	2149	1906
North, 3-year; L. W. Brooks, principal	60	1724	1931
WILSON, 4-year; Ralph Stinson, superintendent	7.5	117	1927
WINCHESTER, 4-year; Ralph T. Walker, superintendent	6.5	109	1934
WINFIELD:			
Winfield, 3-year; Herbert C. Hawk, principal	18.8	571	1909
St. John's College Academy, 4-year; A. M. Rehwinkel, superintendent	5.5	62	1935
YATES CENTER, 4-year; I. T. Kirks, principal	10	251	1925
MICHIGAN			
ADRIAN Senior, 3-year; J. H. Adams, principal	21	674	1904
ALBION Washington Gardner, 3-year; W. C. Harton, principal	15.6	478	1907
ALGONAC, 6-year; Fred Adolph, superintendent	6	149	1931
ALLEGAN, 4-year; J. H. Killmaster, principal	14	396	1919
ALMA Senior, 3-year; F. R. Phillips, superintendent	13	384	1912
ALPENA Central, 4-year; W. L. Gray, principal	22.2	616	1914
AMASA Hematite Township, 4-year; E. M. Blomquist, superintendent	6	86	1926

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
ANN ARBOR:			
Ann Arbor Senior, 3-year; L. L. Forsythe, principal	42.4	1140	1904
University, 6-year; E. G. Johnston, principal	21	338	1927
BAD AXE, 4-year; Russell LeCronier, principal	11.8	297	1925
BARAGA, 6-year; N. J. Martin, superintendent	12	288	1932
BATTLE CREEK:			
Battle Creek, 3-year; P. A. Rehms, principal	49	1684	1904
Lakeview, 4-year; F. M. Hazel, superintendent	11.5	333	1929
BAY CITY:			
Central, 3-year; C. F. Hamilton, principal	59.4	1635	1921
St. James, 4-year; Sr. M. Martha, principal	7	151	1929
BELDING, 3-year; R. F. Fink, principal	8.8	208	1917
BENTON HARBOR, 3-year; C. A. Semler, principal	23.1	688	1906
BERKLEY, 4-year; R. B. French, superintendent	9	380	1929
BERRIEN SPRINGS Emmanuel Missionary College, 4-year; B. H. Phipps, principal	4.3	59	1922
BESSEMER A. D. Johnston, 3-year; E. J. Oas, superintendent	17	437	1905
BIG RAPIDS:			
Central, 6-year; R. C. Faunce, principal	19	574	1925
Ferris Institute, 4-year; G. C. Baker, registrar	5	30	1914
BIRMINGHAM, 3-year; M. C. Hart, principal	14.5	547	1912
BLISSFIELD, 4-year; C. Mulder, superintendent	12.3	323	1928
BOYNE CITY, 4-year; L. L. Close, superintendent	8	242	1911
BUCHANAN, 6-year; A. L. Knoblauch, principal	12.2	271	1924
CADILLAC, 4-year; G. H. Mills, principal	20.5	661	1907
CALUMET, 4-year; W. E. Trebilcock, principal	37.8	972	1904
CARO, 6-year; Philip Koopman, superintendent	7.5	235	1925
CARSON CITY, 5-year; R. A. Ambrose, superintendent	1.48	148	1931
CASS CITY, 6-year; C. W. Price, superintendent	10.5	343	1928
CEDAR SPRINGS, 4-year; S. A. Partington, superintendent	6.5	150	1931
CHARLEVOIX, 4-year; O. P. North, superintendent	7	273	1927
CHARLOTTE, 5-year; H. R. McCall, principal	19	561	1904
CHEBOYGAN, 4-year; Carl Titus, superintendent	9.8	350	1914
CHELSEA, 6-year; H. L. Blecker, superintendent	7.3	287	1928
CLARE, 4-year; E. D. Kennedy, superintendent	8.2	238	1930
CLAWSON, 4-year; W. H. Boyce, superintendent	7.5	284	1928
COLDWATER, 3-year; J. T. Symons, superintendent	11	373	1923
CONSTANTINE, 6-year; J. R. Morrison, superintendent	6.5	152	1928
CROSWELL, 6-year; V. W. Downing, principal	8	202	1916
CRYSTAL FALLS, 4-year; W. E. Thorsberg, superintendent	14	289	1908
DEARBORN:			
Dearborn, 4-year; R. H. Adams, superintendent	26.6	632	1926
Fordson, 3-year; F. G. Averill, principal	57.8	1554	1926
DECATUR, 6-year; F. E. Dodge, superintendent	7	171	1931
DETROIT:			
Cass Technical, 2421 Second Blvd., 3-year; W. E. Bow, principal	132.8	4378	1916
Central, 2425 Tuxedo, 3-year; J. H. Corns, principal	79	3042	1904
Chadsey, 5335 Martin, 3-year; B. A. Barns, principal	64.7	2108	1935
Commerce, 2330 W. Grand River, 4-year; J. L. Holtsclaw, principal	74.6	3035	1928
Cooley, 15055 Hubbell, 4-year; O. A. Emmons, principal	105	4093	1929
Denby, 12800 Kelly Road, 4-year; L. G. Cooper, principal	62.2	2522	1931
Eastern, 770 E. Grand Blvd., 3-year; T. J. Gunn, principal	59.7	2469	1904
Mackenzie, 9275 Wyoming, 6-year; J. V. McNally, principal	64	2464	1932
Northeastern, 4830 Grandy, 3-year; C. M. Novak, principal	72.4	2346	1918
Northern, 9026 Woodward, 3-year; J. E. Tanis, principal	68	2614	1918

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
Northern Evening, 9026 Woodward, 4-year; J. J. Powels, principal	50.5	1360	1931
Northwestern, 6300 Grand River, 3-year; B. J. Rivett, principal	93	3371	1915
Pershing, 18875 Ryan Road, 3-year; E. C. Thompson, principal	59.4	2119	1931
Detroit Redford, 21437 Grand River, 4-year; L. C. Bow, principal	52	1839	1926
Southeastern, 3030 Fairview, 3-year; W. R. Stocking, principal	94	3600	1920
Southwestern, 6921 W. Fort, 4-year; G. W. Murdock, principal	65	2326	1916
Western, 1500 Scotten, 4-year; I. E. Chapman, principal	48	1738	1905
Academy of the Sacred Heart, 11515 Woodrow Wilson, 4-year; Mother M. O'Brien, principal	5	56	1929
Cathedral Central, 88 Parsons, 4-year; Sr. Victorine, principal	9.4	211	1928
D. I. T. Men's Evening, 2020 Witherell, 4-year; L. M. McKnight, principal	5	87	1926
St. Bernard, 3875 Lillibridge, 4-year; Sr. Marion, principal	7.8	236	1929
St. Leo, 4835 14th St., 4-year; Sr. M. Aquinata, principal	11	227	1925
Seminary of Felician Sisters, 4232 St. Aubin, 4-year; Sr. M. Annunciata, principal	6	122	1926
University of Detroit, Cambridge at Cherrylawn, 4-year; Rev. T. J. Powers, principal	16	374	1917
DOLLAR BAY, 5-year; T. R. Davis, assistant superintendent	8.2	118	1910
DOWAGIAC, 4-year; R. F. Tyndall, principal	13.3	485	1906
DUNDEE, 6-year; F. M. Ayres, superintendent	8.5	186	1931
EAST DETROIT, 4-year; J. N. Kantner, superintendent	11.8	411	1927
EAST GRAND RAPIDS, 6-year; W. B. Beadle, superintendent	7	354	1925
EAST JORDAN, 4-year; M. G. Roberts, principal	7.7	242	1917
EAST LANSING, 5-year; W. R. Cleminson, principal	11.2	368	1921
EATON RAPIDS, 4-year; Wallace Swank, principal	10.9	307	1924
ECORSE, 6-year; C. J. Miller, superintendent	16	497	1931
ESCANABA, 3-year; J. A. Lemmer, principal	19	585	1909
EVART, 4-year; S. J. Martin, superintendent	7.5	180	1934
FARMINGTON, 4-year; J. A. Dalrymple, superintendent	7	248	1927
FENTON, 3-year; C. R. Heemstra, superintendent	6	178	1926
FERNDAL Lincoln, 4-year; C. R. Bradshaw, principal	37	1220	1923
FLAT ROCK, 3-year; J. M. Barnes, superintendent	5	82	1930
FLINT:			
Central, 3-year; J. E. Wellwood, principal	91.4	3179	1910
Northern, 3-year; O. F. Norwalk, principal	62.2	2133	1929
FRANKFORT, 4-year; O. L. Daniles, superintendent	4	116	1930
FREMONT, 6-year; S. S. Nisbet, superintendent	8.3	345	1914
GLADSTONE, 6-year; A. R. Watson, superintendent	11.4	320	1911
GRAND HAVEN, 4-year; G. H. Olsen, principal	19.9	549	1909
GRAND LEDGE, 4-year; Jonas Sawdon, superintendent	13	359	1916
GRAND RAPIDS:			
Central, 6-year; C. F. Switzer, principal	37.4	1177	1905
Creston, 6-year; S. R. Upton, principal	50	1513	1927
Godwin Heights, 6-year; C. C. Saur, superintendent	12.7	421	1935
Lee, 6-year; R. S. Head, superintendent	9.7	270	1930
Ottawa Hills, 6-year; H. D. MacNaughton, principal	33	1070	1927
South, 6-year; A. W. Krause, principal	68	2070	1917
Union, 6-year; C. A. Everest, principal	73	2267	1912
Catholic Central, 4-year; R. J. Sweeney, principal	29	766	1928
Christian, 3-year; E. R. Post, principal	13	358	1926
Marywood Academy, 4-year; Sr. M. Evangeline, principal	8	72	1926
Mount Mercy Academy, 4-year; Sr. M. Frederic, principal	5.8	57	1925
GRANDVILLE, 4-year; W. J. Davies, superintendent	10	297	1932
GREENVILLE, 4-year; V. E. Mabie, principal	14.7	344	1914

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
GROSSE POINTE:			
Grosse Pointe, 6-year; J. R. Barnes, principal	37	997	1927
Detroit University, 4-year; D. H. Fletcher, headmaster	6	49	1905
GWINN Forsyth Township, 6-year; G. D. Gilbert, superintendent	6	167	1932
HAMTRAMCK, 3-year; E. M. Conklin, principal	58	2494	1921
HANCOCK, 3-year; O. M. Vedder, principal	16	369	1904
HARBOR BEACH, 4-year; R. S. Brotherton, superintendent	6.5	182	1928
HARBOR SPRINGS, 4-year; H. N. Dickie, superintendent	8.5	130	1922
HART, 6-year; H. H. Shinn, superintendent	7.8	300	1923
HARTFORD, 6-year; B. W. Robinson, superintendent	7	167	1926
HASTINGS, 4-year; D. A. Van Buskirk, superintendent	17.5	531	1909
HAZEL PARK, 6-year; H. H. Beecher, principal	10.6	410	1926
HIGHLAND PARK, 3-year; Wm. Prakken, principal	65.6	2052	1914
HILLSDALE, 6-year; E. C. Henry, principal	15.7	509	1910
HOLLAND:			
Holland Senior, 3-year; J. J. Riemersma, principal	31	694	1909
Christian, 4-year; J. A. Swets, principal	8	219	1925
HOUGHTON, 6-year; I. S. Edwards, principal	11	334	1906
HOWELL, 6-year; J. S. Page, superintendent	10.8	550	1916
HUDSON, 4-year; L. E. Miller, principal	10.2	257	1914
IMLAY CITY, 6-year; R. A. Grettenberger, superintendent	9	260	1924
IONIA, 6-year; A. A. Rather, superintendent	27.2	480	1907
IRON MOUNTAIN:			
Edwards G. Kingsford, 5-year; F. D. Davidson, principal	18.5	550	1928
Iron Mountain Senior, 3-year; John Jelsch, superintendent	16	507	1904
IRON RIVER, 4-year; Pearl Windsor, principal	18	537	1916
IRONWOOD Luther L. Wright, 4-year; R. E. Dear, principal	39.1	1269	1909
ISHPEMING, 4-year; O. E. Johnson, principal	25.6	704	1909
JACKSON:			
East Jackson, 4-year; D. J. Barden, superintendent	6	138	1935
Jackson Senior, 3-year; D. S. Spencer, principal	61.8	1938	1905
Vandercook Lake, 6-year; J. L. Prescott, superintendent	9	259	1935
St. Mary, 4-year; Sr. Marion, principal	8.5	187	1928
JONESVILLE, 4-year; G. E. Bersette, superintendent	5.7	120	1929
KALAMAZOO:			
Central, 3-year; W. F. Head, principal	67.2	2034	1904
Western State, 4-year; W. H. Cain, principal	15	299	1917
KINGSFORD (See Iron Mountain)			
LAKE LINDEN Lake Linden-Hubbell, 6-year; H. J. Trainor, superintendent			
	12.8	370	1909
LAKE ODESSA, 4-year; C. A. Hoffman, superintendent	6.3	192	1928
LAKE ORION, 6-year; A. J. Huggett, superintendent	6.2	167	1930
LAKEVIEW, 6-year; A. F. Butler, superintendent	8	256	1933
LANSING:			
Central, 3-year; C. E. LeFurge, principal	48.4	1449	1904
Eastern, 3-year; D. H. Rich, principal	53.6	1649	1929
LAPEER, 6-year; E. E. Irwin, superintendent	23	534	1925
LAWTON, 5-year; D. A. Stabler, superintendent	7	155	1931
LOWELL, 4-year; W. W. Gumser, superintendent	8.1	255	1923
LUDINGTON Central, 4-year; H. H. Hawley, superintendent	23.6	609	1909
MANISTEE, 5-year; D. L. Wilde, principal	25	678	1923
MANISTIQUE, 4-year; R. H. Wilson, principal	14.2	416	1907
MARINE CITY, 6-year; Floyd Boughner, superintendent	12.5	257	1926
MARQUETTE:			
Graveraet, 4-year; H. J. Anderson, principal	23.8	665	1904
John D. Pierce, 6-year; D. H. Bottum, principal	6.6	115	1920

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
MARSHALL, 4-year; H. W. Holmes, superintendent	14.5	445	1904
MARYSVILLE, 6-year; N. A. Hanks, superintendent	8.9	214	1934
MASON, 4-year; D. A. Murray, superintendent	9	272	1916
MENOMINEE, 6-year; J. L. Silvernale, superintendent	16.5	500	1907
MIDLAND, 3-year; E. G. Huff, principal	19	574	1912
MILAN, 6-year; E. W. Mackey, superintendent	9	214	1929
MONROE:			
Monroe Senior, 6-year; Delton Osborn, principal	19.6	613	1906
St. Mary Academy, 4-year; Sr. M. Teresa, principal	15	263	1919
MOUNT CLEMENS, 6-year; Monte McFarlane, principal	23	867	1907
MOUNT PLEASANT:			
Mount Pleasant, 4-year; G. E. Ganiard, superintendent	17.5	489	1914
Sacred Heart Academy, 4-year; Sr. M. Martin, principal	5	168	1927
MUNISING Wm. G. Mather, 6-year; R. W. Jackson, principal	9.8	303	1916
MUSKEGON Senior, 3-year; G. A. Manning, principal	48.7	1412	1904
MUSKEGON HEIGHTS, 4-year; C. F. Bolt, principal	23	797	1923
NAZARETH Academy, 4-year; Sr. M. Stella, principal	4.3	41	1926
NEGAUNEE, 4-year; R. A. Gilmour, principal	20.5	518	1909
NEWBERRY McMillan Township, 6-year; C. L. Bystrom, superintendent	8.2	403	1917
NILES Senior, 3-year; W. J. Zabel, principal	13.8	548	1918
NORWAY, 4-year; J. A. Murray, principal	9.7	303	1908
ONAWAY, 4-year; Glenn Schoenhals, superintendent	7	190	1924
ONTONAGON, 6-year; C. R. Kitson, superintendent	6.5	320	1912
OTSEGO, 4-year; H. H. Rigg, superintendent	10.1	283	1908
OWOSSO, 4-year; E. A. Courmyer, principal	29.5	918	1910
OXFORD, 6-year; W. R. Zinn, superintendent	11.2	279	1932
PAINESDALE Adams Township, 4-year; Cora Jeffers, principal	20	533	1914
PAW PAW, 3-year; O. W. Kaye, superintendent	9	184	1926
PETOSKEY, 3-year; F. S. Jacobs, principal	11.6	304	1908
PLAINWELL, 6-year; M. L. Fear, superintendent	9.1	310	1925
PLYMOUTH, 6-year; C. J. Dykhouse, principal	17.2	430	1916
PONTIAC Senior, 3-year; John Thors, Jr., principal	65	2186	1905
PORT HURON Senior, 3-year; A. R. MacLaren, principal	29.3	1059	1905
PORTLAND, 4-year; F. J. Williams, superintendent	6	190	1911
REED CITY, 4-year; O. H. Olsen, superintendent	6.9	233	1931
REPUBLIC, 6-year; Guy Schutte, superintendent	7	189	1926
RIVER ROUGE, 4-year; H. M. Rosa, principal	24.4	773	1911
ROCHESTER, 4-year; A. L. Cook, superintendent	12.3	389	1925
ROCKFORD, 6-year; E. H. Thorne, superintendent	9.7	251	1926
ROGERS CITY, 6-year; H. H. Gilpin, superintendent	8	357	1930
ROMEO, 6-year; George Combs, superintendent	13	340	1930
ROYAL OAK Senior, 4-year; A. H. Upton, principal	41	1587	1917
SAGINAW:			
Arthur Hill, 3-year; I. M. Brock, principal	38	1293	1904
Saginaw, 3-year; S. H. Lyttle, principal	51	1460	1904
St. Andrew, 4-year; Sr. M. Crescentia, principal	6.6	178	1926
St. Mary, 4-year; Sr. M. Euphrasia, principal	6	130	1926
ST. CLAIR, 6-year; M. J. Weaver, principal	7.5	192	1926
ST. CLAIR SHORES Lake Shore, 6-year; F. A. Dixon, superintendent	10.2	290	1931
ST. JOHNS Rodney Wilson, 4-year; N. J. Budde, principal	14.5	323	1923
ST. JOSEPH, 4-year; C. L. Milton, principal	18	517	1904
ST. LOUIS, 4-year; T. S. Nurnberger, superintendent	10.3	341	1935
SALINE, 6-year; T. M. Clay, superintendent	6.3	178	1933
SAULT STE. MARIE, 4-year; Foss Elwyn, principal	30	874	1909
SOUTH HAVEN Senior, 3-year; L. C. Mohr, superintendent	12.8	402	1907

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
STAMBAUGH, 3-year; C. I. Clark, superintendent	13.5	357	1919
STURGIS Central, 6-year; P. M. Winger, principal	28.6	722	1918
TECUMSEH, 4-year; C. R. Dustin, superintendent	7.5	234	1920
THREE OAKS, 6-year; R. E. Pattullo, principal	8	132	1933
THREE RIVERS, 5-year; C. H. Carrick, superintendent	22	527	1904
TRAVERSE CITY, 3-year; W. M. Spruit, principal	21.7	528	1904
TRENTON Slocum Truax, 6-year; W. C. Taylor, principal	9.9	294	1928
VASSAR, 4-year; R. E. Brant, superintendent	9.5	221	1930
WAKEFIELD Township, 4-year; W. S. Carlson, principal	18	384	1914
WALLED LAKE Consolidated, 6-year; W. H. Taylor, superintendent	6.2	165	1935
WATERVLIET, 6-year; R. R. Shelters, superintendent	6.5	180	1931
WAYNE, 4-year; D. S. Yape, superintendent	11	347	1927
WYANDOTTE Theodore Roosevelt, 5-year; F. W. Frostic, superintendent	47	1369	1906
YPSILANTI:			
Lincoln Consolidated, 6-year; H. A. Tape, principal	10.6	290	1925
Roosevelt, 6-year; P. J. Misner, principal	16.5	343	1924
Ypsilanti, 6-year; N. G. Wiltse, principal	17.6	504	1909
ZEELAND, 4-year; M. B. Rogers, superintendent	6	243	1925
MINNESOTA			
AITKIN, 3-year; L. C. Murray, superintendent	9.3	325	1925
ALBERT LEA, 3-year; H. R. Peterson, superintendent	20.5	614	1910
ALEXANDRIA, 3-year; H. N. Peterson, superintendent	14.3	416	1910
ANOKA, 6-year; L. W. Adams, superintendent	13	533	1914
AURORA, 3-year; Clarence E. Hagie, superintendent	17	165	1929
AUSTIN:			
Austin Senior, 3-year; S. T. Neveln, superintendent	21.3	683	1904
St. Augustine, 4-year; Sister M. Evarista, principal	5.8	142	1930
BEMIDJI, 3-year; J. W. Smith, superintendent	17	543	1911
BENSON, 4-year; S. J. Hansen, superintendent	11	327	1931
BIWABIK, 3-year; Philip Fjelsted, superintendent	6.3	93	1915
BLUE EARTH, 4-year; Lee R. Pemberton, superintendent	15	331	1908
BRAINERD, 3-year; W. C. Cobb, superintendent	18	564	1930
BUHL, 3-year; Emil Estenson, superintendent	11.5	216	1917
CANBY, 4-year; Myron E. Smith, superintendent	10.5	321	1908
CHATFIELD, 4-year; George H. Potter, superintendent	10	237	1929
CHISHOLM, 3-year; J. P. Vaughan, superintendent	28.2	742	1914
CLOQUET, 3-year; E. B. Anderson, superintendent	12.3	394	1907
COLERAINE, 3-year; H. W. Dutter, superintendent	12.3	356	1911
CROOKSTON:			
Crookston, 4-year; Arnold Gloor, superintendent	14	382	1933
Mount St. Benedict, 4-year; Sister M. Thecla, principal	7	65	1930
DULUTH:			
Central, 3-year; A. M. Santee, principal	77	2312	1908
Denfield, 3-year; J. F. Taylor, principal	50.5	1501	1915
Morgan Park, 3-year; Henry A. Gilruth, principal	9.8	277	1923
Villa Sancta Scholastica, 4-year; Sister M. Bernice, principal	8	145	1931
EAST GRAND FORKS, 4-year; K. P. B. Reishus, superintendent	9.1	212	1905
ELY, 3-year; Walter E. Englund, superintendent	25.3	537	1910
EVELETH, 3-year; A. D. S. Gillett, superintendent	29	522	1908
EXCELSIOR, 4-year; J. John Halverson, superintendent	7	178	1923
FAIRMONT, 3-year; John J. Skinner, superintendent	11.6	344	1910
FARIBAULT:			
Faribault Senior, 3-year; H. H. Kirk, superintendent	15.2	492	1907

Name and Location, Type of School, and Officer in Charge	Accredited	
	Teachers	Pupils Since
Bethlehem Academy, 4-year; Sister Mary Samuels (Murray), principal	8.3	88 1933
St. Mary's Hall, 4-year; Katharine Caley, principal	11	44 1918
Shattuck, 4-year; C. W. Newhall, headmaster	12	130 1924
FERGUS FALLS, 3-year; R. L. Brown, superintendent	16.3	513 1921
GILBERT, 3-year; L. L. Hagie, superintendent	16	356 1910
GLENCOE, 4-year; Paul S. Wilson, superintendent	9.5	244 1908
GLENWOOD, 4-year; E. N. Nordgaard, superintendent	14	373 1917
GRAND RAPIDS, 3-year; A. P. Pograba, superintendent	20	453 1907
HASTINGS, 4-year; E. A. Durbahn, superintendent	11	275 1908
HIBBING, 3-year; J. W. Richardson, superintendent	47.4	1338 1909
HUTCHINSON, 4-year; E. M. Hanson, superintendent	13.1	308 1907
INTERNATIONAL FALLS, 3-year; James A. Sathrum, superintendent	11.2	286 1927
JACKSON, 4-year; A. O. Myron, superintendent	10.6	272 1900
KEEWATIN, 3-year; J. E. Lunn, superintendent	8.9	147 1925
LAKE CITY, 4-year; W. A. Andrews, superintendent	9.4	233 1912
LAKEFIELD, 4-year; Harold C. Bauer, superintendent	9	180 1926
LITCHFIELD, 6-year; James H. Bailey, superintendent	26	752 1935
LITTLE FALLS, 3-year; Earl C. VanDusen, superintendent	12.1	370 1909
LUVERNE, 4-year; O. B. Phillips, superintendent	12	281 1912
MADISON, 4-year; G. W. Remington, superintendent	9.5	216 1923
MANKATO, 3-year; J. E. Anderson, superintendent	22.2	575 1908
MARSHALL, 4-year; F. R. Adams, superintendent	13	348 1934
MILACA, 4-year; Nels T. Tosseland, superintendent	11.1	312 1928
MINNEAPOLIS:		
Central, 4th Ave. S. & 34th St., 3-year; C. W. Jarvis, principal	70.5	2134 1908
De La Salle, 17th Grove St., Nicolett Island, 4-year; Brother Cassian, principal	14	435 1929
Edison, 22nd Ave. N. E. & Monroe St., 4-year; Louis G. Cook, principal	73	2270 1926
John Marshall, 14th Ave. S. E. & 5th St., 3-year; Ross N. Young, principal	29	929 1927
Northrop Collegiate, 511 Kenwood Parkway, 4-year; Ethel M. Spurr, principal	7.3	77 1918
North, Fremont & 17th Ave. N., 3-year; A. M. Bank, principal	87	2707 1908
Roosevelt, 28th Ave. S. & 40th St., 3-year; Philip E. Carlson, principal	67	2101 1926
South, Cedar Ave. & E. 24th St., 4-year; S. O. Severson, principal	90.5	2677 1909
Washburn, Wentworth Ave. & W. 49th St., 3-year; A. E. MacQuarrie, principal	54.6	1644 1928
West, Hennepin Ave. & W. 28th St., 3-year; N. B. Schoonmaker, principal	67	2067 1909
Academy of Holy Angels, 66th & Nicollet Ave., 4-year; Sister Mary Aloysius, principal	9.3	192 1934
St. Margaret's Academy, 1301 Linden Ave., 4-year; Sister Henricka, principal	18.6	219 1935
University High School, 6-year; Oliver R. Floyd, principal	26	389 1915
MONTEVIDEO, 4-year; C. A. Pederson, superintendent	16	515 1909
MOORHEAD:		
Moorhead Senior, 3-year; S. G. Reinertsen, superintendent	14.5	371 1914
State Teachers' College High School, 6-year; Ella A. Hawkinson, principal	7.3	173 1931
MORRIS, 4-year; L. G. Mustain, superintendent	8.6	175 1914
MOUNTAIN IRON, 3-year; O. H. Whitehead, superintendent	11	192 1927
NASHWAUK, 3-year; J. E. Lunn, superintendent	6.9	144 1925

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
NEW ULM, 4-year; F. B. Andreen, superintendent	13.3	328	1908
NORTHFIELD, 4-year; O. W. Herr, superintendent	15	463	1910
NORTH ST. PAUL, 3-year; M. E. Johnson, superintendent	9	227	1931
ORTONVILLE, 4-year; L. W. Brown, superintendent	10.5	228	1931
OWATONNA:			
Owatonna Senior, 3-year; Irvin E. Rosa, superintendent	15	433	1915
Pillsbury Academy, 4-year; Delmar Sisson, headmaster	6.5	53	1933
PARK RAPIDS, 4-year; A. M. Mevig, superintendent	10.6	281	1915
PIPESTONE, 4-year; O. E. Knudtson, superintendent	15.4	376	1912
RED WING, 4-year; G. V. Kinney, superintendent	23.5	590	1910
REDWOOD FALLS, 3-year; J. H. Wichman, superintendent	8	202	1907
ROCHESTER:			
Rochester, 6-year; G. H. Sanberg, superintendent	58.6	1852	1911
St. John, 4-year; Sister Mary Edith Whelan, principal	5.6	96	1922
ST. CLOUD:			
St. Cloud, 3-year; H. B. Gough, superintendent	26.6	704	1909
Cathedral High School, 4-year; Sister M. Richarda, principal	19.1	435	1928
St. JAMES, 4-year; L. M. Wikre, superintendent	12	312	1935
St. JOSEPH St. Benedict's Academy, 4-year; Sister M. Adelia, principal	8.1	91	1929
ST. PAUL:			
Bethel Institute, 1480 Snelling Ave., 2-year; Walfred Danielson, dean	4.5	36	1931
Central, Lexington Blvd. & Marshall Ave., 3-year; J. E. Marshall, principal	87	2563	1915
Harding, 516 Earl St., 4-year; Elmer N. Bonnell, principal	40	1254	1935
Humbolt, Humbolt Ave. & Augusta St., 3-year; J. A. Wauchope, principal	31	907	1910
Johnson, Walsh Ave. & York St., 3-year; W. J. Little, principal	36.4	1096	1910
Mechanic Arts, Central Ave. & Robert St., 3-year; D. Lange, principal	73.5	1926	1902
Washington, Lawson & Marion Sts., 4-year; Paul T. Rusterholz, principal	46.6	1332	1931
Derham Hall, 2004 Randolph St., 4-year; Sister Marie Ursula, principal	6.5	117	1917
St. Joseph's Academy, 355 Marshall Ave., 4-year; Sister Eva, principal	20.3	403	1927
St. Thomas Military Academy, 2115 Summit Ave., 4-year; Rev. Donald J. Gormley, principal	9	206	1931
Summit School, 1150 Goodrich Ave., 6-year; Sarah Converse, principal	11	81	1917
Visitation Convent, 720 Fairmount Ave., 4-year; Sister Jane Margaret, principal	5.7	50	1934
St. PETER, 4-year; M. R. Davis, superintendent	11	297	1916
SAUK CENTRE, 3-year; W. A. Kohl, superintendent	7.2	220	1933
SLEEPY EYE, 3-year; L. A. Lavine, superintendent	6	135	1914
SOUTH ST. PAUL, 4-year; Irvin T. Simley, superintendent	24.2	726	1915
SPRING GROVE, 4-year; Wm. O. Nilsen, superintendent	8	136	1933
SPRING VALLEY, 4-year; G. H. Tracy, superintendent	8.5	198	1911
STILLWATER, 4-year; Guy D. Smith, superintendent	21.2	596	1910
THIEF RIVER FALLS, 4-year; Morris Bye, superintendent	18.4	564	1911
TRACY, 4-year; R. R. Sorensen, superintendent	11.2	316	1929
TWO HARBORS, 3-year; C. E. Campton, superintendent	13	315	1906
VIRGINIA, 4-year; R. H. Brown, superintendent	38.5	767	1901
WABASHA St. Felix, 4-year; Sister M. Borgia, principal	5.5	177	1928
WADENA, 3-year; F. C. Schwartz, superintendent	7	177	1928

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
WASECA:			
Waseca, 4-year; H. W. Godfrey, superintendent	11	279	1907
Sacred Heart High School, 3-year; Sister M. Jane Frances, principal	5.2	85	1929
WAYZATA, 4-year; F. E. Heinemann, superintendent	11	273	1929
WELLS, 3-year; A. H. Granger, superintendent	5.5	138	1910
WHITE BEAR LAKE, 4-year; C. H. Christenson, superintendent	13.8	372	1931
WINDOM, 4-year; Geo. G. Kottka, superintendent	11.3	298	1911
WINONA:			
Winona Senior, 3-year; D. F. Dickerson, superintendent	24	700	1915
Cotter, 4-year; Brother Joseph, principal	5.2	151	1932
WORTHINGTON, 3-year; Roy E. Miller, superintendent	8.6	296	1900
MISSOURI			
ARCADIA Ursuline Academy, 4-year; Sister Josephine, principal	5	43	1932
AURORA, 4-year; Lee A. Shirley, principal	9.5	364	1925
BETHANY, 4-year; F. E. Patrick, superintendent	8.5	218	1927
BONNE TERRE, 4-year; Fred Bruner, superintendent	10.5	284	1930
BOONVILLE:			
Boonville High School, 4-year; Giles Theilmann, principal	11	303	1923
Kemper Military Academy, 4-year; Frederick Marston, principal	6	87	1907
BRAYMER, 4-year; F. R. Leonard, superintendent	5.5	131	1923
BUTLER, 4-year; Willard J. Graff, superintendent	10.5	314	1925
CAMERON, 4-year; Leonard M. Hosman, superintendent	15	405	1926
CANTON, 4-year; J. Russell Ellis, superintendent	4	157	1924
CAPE GIRARDEAU:			
Central, 4-year; L. J. Schultz, principal	25	629	1922
College, 3-year; A. S. Boucher, principal	2.6	113	1927
CARROLLTON, 4-year; W. L. Adams, superintendent	10.5	311	1924
CARTHAGE, 4-year; W. R. Rice, principal	22.8	734	1907
CARUTHERSVILLE, 4-year; Roscoe M. Pierce, superintendent	7.5	280	1930
CHILLICOTHE, 3-year; H. R. McCall, principal	9.5	320	1908
CLAYTON:			
Clayton, 4-year; Carl Burris, principal	18.8	468	1914
Chaminade College Academy, 4-year; Sylvester P. Jergens, principal	6.6	111	1921
John Burroughs, 6-year; Wilford M. Aikin, principal	24.3	306	1927
COLUMBIA:			
Douglass, 4-year; W. E. Rosenstengel, superintendent	6	131	1935
David H. Hickman, 3-year; Saidee M. Stean, principal	21.7	610	1912
University, 4-year; C. H. Butler, principal	9	97	1924
Conception College Academy, 4-year; Rev. Thos. Allen, principal	5	63	1935
CRYSTAL CITY, 4-year; E. A. Sparling, superintendent	6	187	1933
DESOTO, 4-year; O. T. Coil, superintendent	8	278	1927
ELDON, 4-year; J. A. Campbell, superintendent	8.2	200	1928
ELVINS, 6-year; Fred Miller, superintendent	13	291	1932
EXCELSIOR SPRINGS, 4-year; H. S. Thompson, superintendent	11.5	312	1919
FAYETTE, 4-year; U. L. Riley, superintendent	7	166	1924
FERGUSON, 4-year; V. C. McCluer, superintendent	9.5	316	1915
FLAT RIVER, 3-year; W. H. Lemmel, superintendent	10	241	1923
FULTON, 4-year; J. T. Bush, superintendent	13	271	1911
GALLATIN, 4-year; A. R. Hammett, principal	7.5	193	1933
HANNIBAL, 3-year; H. V. Mason, principal	24	534	1915
HARRISONVILLE, 4-year; J. W. Miller, superintendent	7	196	1932
HUNTSVILLE, 4-year; Glenn Featherston, superintendent	6	137	1928
IBERIA Academy, 4-year; Leila Anderson, principal	4.5	63	1934

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
INDEPENDENCE William Chrisman, 4-year; Jas. N. Hanthorn, principal	33	1004	1914
JACKSON , 4-year; C. C. Conrad, superintendent	7.4	178	1926
JEFFERSON CITY:			
Jefferson City, 3-year; J. C. Deaton, principal	18.7	538	1915
Lincoln University, 4-year; Sidney J. Reedy, principal	8.5	113	1926
JOPLIN , 3-year; H. E. Blaine, principal	36.5	1175	1914
KANSAS CITY:			
Central, 3221 Indiana, 3-year; Otto F. Dubach, principal	60.8	2078	1909
East, 20th & Van Brunt, 4-year; C. H. Nowlin, principal	40	1278	1928
Lincoln, 1835 Tracy, 4-year; H. O. Cook, principal	40.9	1348	1926
Manual Training, 1215 East 15th, 4-year; Franklin S. Lamar, principal	31.4	958	1917
Northeast, 415 S. Van Brunt, 3-year; Arthur T. Chapin, principal	60.7	1958	1915
Paseo, Houston & Flora, 4-year; B. M. Stigall, principal	68	2376	1927
Southwest, 6512 Wornall Road, 4-year; A. H. Monsees, principal	48.6	1687	1926
Westport, 315 E. 39th St., 3-year; D. H. Holloway, principal	56.2	1922	1909
Redemptorist, 4-year; Sister St. John Hobbs, principal	7.2	235	1934
St. Agnes Academy, Hardesty & Scarritt, 4-year; Sister Mary Annunciata, principal	6	136	1934
St. Vincent, 1425 E. 31st., 4-year; Marshall F. Winne, principal	5.9	158	1934
The Barstow, 4-year; M. Mercer Kendig, principal	8	59	1929
Pembroke-Country Day, 4-year; Howard E. A. Jones, superintendent	7	96	1925
French Institute of Notre Dame de Sion, 3823 Locust, 4-year; Sister Marie Trene de Sion, principal	7.6	34	1933
Loretto Academy, 4-year; Sister Marian Alberta, principal	5	126	1928
Rockhurst, 4-year; Rev. R. J. Kenny, principal	14.5	258	1918
St. Teresa Academy, 4-year; Sister M. Marcella, principal	4.8	130	1923
Sunset Hill, 4-year; Mary Chorn Hazard, principal	9	65	1920
KENNETT , 4-year; J. F. Taylor, superintendent	6	195	1913
KIRKSVILLE , 3-year; J. G. Van Sickel, principal	17.5	508	1917
KIRKWOOD:			
Kirkwood, 4-year; Frank P. Tillman, superintendent	22	632	1908
Ursuline Academy, 4-year; Sister Marcella Difani, principal	12	174	1933
LEBANON Wallace Memorial, 4-year; Ellis C. Rainey, principal	13	384	1915
LEXINGTON:			
Lexington, 3-year; L. H. Bell, superintendent	7.7	218	1922
Wentworth Military Academy, 4-year; E. H. Criswell, principal	6.2	52	1917
LIBERTY , 4-year; Theo. A. Holmann, superintendent	13.5	344	1917
MAPLEWOOD , 4-year; E. R. Adams, principal	30	993	1911
MARSHALL , 4-year; James E. Sutton, principal	13.3	462	1917
MARSHFIELD , 4-year; H. H. McNabb, superintendent	7.2	181	1932
MARYVILLE:			
Maryville, 4-year; H. S. Thomas, principal	18	371	1925
College, 4-year; H. R. Dieterich, principal	7.2	160	1928
MEMPHIS , 6-year; H. M. Boucher, superintendent	7.6	193	1927
MEXICO:			
Mexico, 4-year; J. T. Angus, principal	23.5	590	1907
Missouri Military Academy, 4-year; Marquess Wallace, principal	10.5	94	1918
MOBERLY , 4-year; M. F. Beach, superintendent	19.6	633	1920
MONETT , 3-year; Leslie K. Grimes, principal	11	275	1925
MONROE CITY , 4-year; L. A. Van Dyke, principal	6.5	142	1931
MOUND CITY , 4-year; E. E. Camp, principal	8	194	1925
NEVADA , 3-year; Carl D. Gum, principal	12	421	1915
NORMANDY Incarnate Word, 4-year; Sister M. Imelda, principal	4	55	1935

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
OVERLAND Ritenour, ¹ 8740 Forest Ave., 4-year; Arthur A. Hoech, superintendent	25	890	1926
PALMYRA, 4-year; O. L. Pierce, superintendent	6.5	162	1923
PARIS, 4-year; R. T. Scobee, superintendent	6	153	1929
PERRYVILLE St. Vincent's Academy, 4-year; Sister Bertrande, principal	4.6	115	1933
POINT LOOKOUT School of the Ozarks, 4-year; R. M. Good, president	8	202	1925
RICHMOND, 4-year; Price L. Collier, superintendent	10.6	307	1927
ROLLA, 4-year; B. P. Lewis, superintendent	14.7	292	1923
ST. CHARLES:			
St. Charles, 4-year; R. C. Ford, principal	15	399	1921
Academy of the Sacred Heart, 4-year; Mother Marie Deslattes, principal	7.6	23	1934
ST. JOSEPH:			
Benton, 3-year; F. E. Vandersloot, principal	12.4	376	1916
Central, 3-year; Calla E. Varner, principal	35.6	1100	1908
Lafayette, 3-year; A. L. Dailey, principal	12.6	421	1920
Christian Bros., 4-year; Brother Hilary, principal	9.5	220	1928
Convent of the Sacred Heart, 4-year; Mother C. Thompson, principal	8.8	195	1927
ST. LOUIS:			
Beaumont, 3836 Natural Bridge, 4-year; Wilbur N. Fuller, principal	101	2812	1927
Central, 3616 N. Garrison, 4-year; Stephen A. Douglass, principal	58	1588	1908
Cleveland, 4352 Louisiana, 4-year; John J. Maddox, principal	84.3	2134	1915
McKinley, 4-year; J. C. Edwards, principal	58	1608	1934
Roosevelt, 3230 Hartford, 4-year; Chas. Ammerman, principal	100	2848	1926
Soldan, 918 N. University, 4-year; Herbert P. Stellwagen, principal	72	2125	1909
Sumner, 4248 W. Cottage, 4-year; G. D. Brantley, principal	50.6	1328	1911
Vashon, 3026 Laclede, 4-year; Frank L. Williams, principal	42.5	1216	1931
Academy of the Sacred Heart, Md. & Taylor, Marjorie Erskine, principal	5	55	1923
Academy of the Visitation, 5448 Cabanne, 4-year; Sister Ann Marie Markoe, principal	7.2	128	1927
Christian Brothers, 4-year; Brother J. Elzeur, principal	13	363	1928
Hosmer Hall, 6-year; Mrs. Katherine F. Roberts, principal	8	67	1921
Loretto Academy, 3407 Lafayette, 4-year; Sister Christine Marie, principal	6	90	1926
Wm. Cullen McBride, 1909 N. Kingshighway, 4-year; Julius J. Kreshel, principal	31	774	1927
Normandy, 6701 Easton, 4-year; R. D. Shouse, principal	28	890	1927
Principia, 4-year; William E. Morgan, headmaster	14.6	208	1915
Rosati-Kain, Lindell & Newstead, 4-year; Rev. Paul J. Ritchie, principal	27	671	1930
St. Elizabeth's Academy, 3401 Arsenal, 4-year; Sr. M. Innocentia, principal	7.6	232	1927
St. Joseph's Academy, 4-year; Sister Mary Henry, principal	8.1	137	1922
St. Louis University, 4-year; Wm. S. Bowdern, principal	19.5	474	1918
Notre Dame ² , 320 E. Ripa Ave., 4-year; Sister M. Alfred, principal	3.8	91	1925
Villa Duchesne, Conway & Spoede Roads, 4-year; Mother L. Walsh, principal	7	56	1923
SAVANNAH, 4-year; H. G. Puckett, principal	9.9	270	1912

¹ Prior to 1933 listed as Ritenour under St. Louis.² Prior to 1935 listed as Sancta Maria in Ripa.

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
SEDALIA:			
Smith-Cotton, 5-year; Oscar R. Erickson, principal	35	1232	1926
Lincoln, 4-year; C. C. Hubbard, principal	6	130	1923
SHELBINA, 4-year; W. S. Bennett, superintendent	8	192	1920
SPRINGFIELD:			
Senior High School, 3-year; J. D. Hull, principal	57	1916	1920
Greenwood, 4-year; O. P. Trentham, principal	7	122	1927
SWEET SPRINGS, 4-year; Lois M. Kyd, principal	7	165	1929
TARKIO, 4-year; Fred L. Keller, superintendent	8	185	1925
TRENTON, 3-year; S. M. Rissler, principal	11.3	389	1921
TROY Buchanan, 4-year; W. H. Justice, superintendent	6.5	167	1930
UNIONVILLE, 4-year; P. R. Riggins, superintendent	8	209	1921
UNIVERSITY CITY, 3-year; J. E. Baker, principal	36	889	1921
WARRENSBURG Training High School, 4-year; E. A. Collins, principal	12.7	174	1924
WASHINGTON, 4-year; Geo. H. Ryden, principal	7	181	1924
WEBB CITY, 3-year; Harry B. Sutter, principal	10	297	1917
WEBSTER GROVES:			
Brentwood, 4-year; Wendell I. Evans, principal	6.3	156	1935
Webster Groves, 3-year; J. P. Hixson, principal	29	838	1907
Douglass, 6-year; H. B. Goins, principal	8.4	213	1932
WELLSTON, 4-year; Julia B. Griswold, principal	13.5	362	1913
WEST PLAINS, 4-year; J. R. Martin, superintendent	13	318	1913
MONTANA			
ANACONDA, 3-year; Wm. J. Lowry, principal	24.1	442	1907
BIG SANDY, 4-year; Earl F. Sykes, superintendent	7	157	1931
BIG TIMBER Sweet Grass County, 4-year; J. B. Hinds, principal	8	185	1914
BILLINGS, 4-year; S. D. Rice, principal	50	1516	1910
BOZEMAN Gallatin County, 4-year; J. A. Woodard, principal	24.4	728	1911
BROWNING, 4-year; K. W. Bergan, superintendent	7	104	1925
BUTTE, 4-year; Scott W. Fries, principal	29.5	2169	1911
CHINOOK, 4-year; W. L. Conway, superintendent	10.3	252	1914
CHOTEAU Teton County, 4-year; A. B. Guthrie, principal	10	207	1915
COLUMBUS, 4-year; H. E. Anderson, superintendent	6.5	137	1935
CONRAD, 4-year; H. P. Lewis, superintendent	9.5	284	1926
CULBERTSON, 4-year; L. R. Steig, superintendent	6	139	1935
CUT BANK, 4-year; H. C. Davis, superintendent	6.5	182	1926
DENTON, 4-year; J. H. Westover, superintendent	6	114	1934
EUREKA Lincoln County, 4-year; G. W. Day, principal	7	166	1924
FORSYTH, 4-year; J. Shively, superintendent	8	177	1915
FORT BENTON, 4-year; W. R. Hagie, principal	8.5	250	1915
GLASGOW, 4-year; R. L. Irlle, superintendent	14.6	489	1916
GREAT FALLS:			
Great Falls, 4-year; M. C. Gallagher, superintendent	66.8	2018	1914
Ursuline Academy, 4-year; Mother Genevieve, principal	7	75	1934
HAMILTON, 4-year; Chas. D. Haynes, superintendent	8.5	258	1914
HARDIN, 4-year; M. A. Thompson, superintendent	9	217	1934
HARLOWTON, 4-year; V. S. Glynn, principal	6.6	183	1926
HAVRE, 4-year; W. J. Shirley, superintendent	19.8	556	1923
HELENA:			
Helena, 4-year; A. J. Roberts, principal	32.5	887	1907
Carroll, ¹ 4-year; E. J. Riley, principal	6.6	25	1919
JORDAN Garfield County, 4-year; E. F. Slaght, principal	5.9	147	1931
KALISPELL Flathead County, 4-year; Payne Templeton, principal	27.9	762	1911
KLEIN, 4-year; T. E. Smalley, superintendent	5	94	1931

¹ Prior to 1923 listed as Mt. St. Charles.

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
LEWISTON Fergus County, 4-year; C. G. Manning, principal	28	794	1923
LIBBY, 4-year; A. A. Wood, superintendent	7	178	1912
LODGE GRASS, 4-year; Genevieve Fitzgeralds, superintendent	5.5	132	1932
MALTA, 4-year; J. H. Lesselyong, superintendent	8.3	207	1935
MILES CITY Custer County, 4-year; R. H. Wollin, principal	26.8	736	1914
MISSOULA:			
Missoula County, 4-year; G. A. Ketcham, principal	42.3	1242	1914
Sacred Heart Academy, 4-year; Sister Lucia, principal	9	101	1931
PHILIPSBURG Granite County, 4-year; C. O. Westby, principal	5	111	1915
PLENTYWOOD, 4-year; W. E. Stegner, superintendent	8	205	1926
POLYTECHNIC, 4-year; W. S. Brooks, principal	4	39	1925
RED LODGE Carbon County, 4-year; C. R. Schmidt, principal	11	291	1915
ROUNDUP, 4-year; I. B. Collins, superintendent	10.5	320	1919
SHELBY, 4-year; W. N. Wampler, superintendent	8.9	202	1927
TOWNSEND Broadwater County, 4-year; Ruth S. Ackerly, principal	7	156	1934
WHITEFISH, 4-year; R. B. Tate, superintendent	11.5	338	1924
WHITEHALL, 4-year; R. M. Austin, superintendent	8.6	161	1930
NEBRASKA			
ADAMS, 4-year; Joseph L. Bowes, superintendent	6	92	1920
AINSWORTH, 4-year; E. M. Weber, superintendent	9	218	1935
ALBION, 4-year; Don R. Leech, superintendent	14	349	1915
ALLIANCE, 4-year; H. R. Partridge, superintendent	16	474	1914
ALMA, 4-year; R. H. Rennecker, superintendent	6	142	1934
ARAPAHOE, 3-year; John D. Rice, superintendent	7	99	1935
ARLINGTON, 4-year; J. R. Vinckel, superintendent	6	85	1927
ARNOLD, 4-year; A. E. Christy, superintendent	6	144	1927
ASHLAND, 4-year; J. L. Irwin, superintendent	8	234	1910
ATKINSON, 4-year; C. I. Pease, superintendent	7	180	1933
AUBURN, 4-year; J. A. Jimerson, superintendent	8	324	1910
AURORA, 4-year; J. A. Doremus, superintendent	13	307	1911
BASSETT Rock County, 4-year; Rex R. Gay, superintendent	7	156	1935
BAYARD, 4-year; F. C. Prince, superintendent	8	247	1926
BEATRICE, 3-year; L. E. Henderson, principal	25	574	1904
BEAVER CITY, 3-year; Fred S. Archerd, superintendent	5	106	1932
BENEDICT, 4-year; R. A. Squires, superintendent	5	92	1926
BLAIR, 4-year; I. J. Montgomery, superintendent	10	329	1908
BLOOMFIELD, 4-year; John Weatherhogg, superintendent	9	220	1919
BRIDGEPORT, 4-year; Barton L. Kline, superintendent	9	230	1919
BROKEN BOW, 4-year; Emil Benthack, superintendent	14	339	1915
CALLAWAY, 4-year; W. A. Rosene, superintendent	8	161	1924
CAMBRIDGE, 4-year; L. Allison, principal	7	172	1918
CEDAR RAPIDS, 4-year; R. A. Emerson, superintendent	6	131	1929
CENTRAL CITY, 4-year; Vern B. Arnold, principal	15	272	1915
CHADRON:			
Chadron, 4-year; James Skinkle, superintendent	10	280	1918
State Normal College, 3-year; William T. Stockdale, superintendent	11	73	1927
CHAPPELL Deuel County, 4-year; V. M. Weist, superintendent	8	205	1928
CLARKS, 4-year; Harry R. Vedder, superintendent	6	73	1933
COLUMBUS, 4-year; R. R. McGee, superintendent	19	519	1910
COZAD, 3-year; Raymond J. Helt, superintendent	12	345	1932
CRAWFORD, 4-year; E. E. Engleman, superintendent	9	189	1922
CRETE, 4-year; C. H. Velte, superintendent	16	272	1910
DAVID CITY, 4-year; J. P. Young, superintendent	9	249	1918
DIX Rural, 4-year; W. Harry Larkin, superintendent	4	47	1925
EAGLE, 4-year; J. H. Adee, superintendent	5	95	1926

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
EXETER, 4-year; L. E. Hunkins, superintendent	9	137	1918
FAIRBURY, 4-year; G. R. Davis, principal	20	596	1908
FAIRMONT, 4-year; H. C. Brown, superintendent*	6	109	1918
FALLS CITY, 4-year; A. W. Starkebaum, principal	17	474	1908
FRANKLIN, 4-year; R. A. Bunney, superintendent	7	166	1930
FREMONT, 3-year; G. W. Hildreth, principal	22	612	1907
FRIEND, 4-year; W. A. Reynolds, superintendent	7	143	1911
FULLERTON, 4-year; Harold O. Reid, principal	11	262	1913
GENEVA, 4-year; H. B. Simon, superintendent	12	239	1913
GERING, 4-year; J. E. Blackman, superintendent	8	252	1921
GIBBON, 6-year; Gerald A. Jones, superintendent	8	153	1930
GORDON, 4-year; John W. Mercer, superintendent	9	240	1927
GOTHENBURG, 4-year; L. A. Breternitz, superintendent	15	296	1917
GRAND ISLAND, 3-year; Paul W. Harnly, principal	30	851	1909
GRANT Perkins County, 4-year; H. O. Bixler, superintendent	10	216	1933
HARVARD, 4-year; J. A. Christenson, superintendent	10	159	1922
HASTINGS, 3-year; A. H. Staley, superintendent	36	757	1906
HEBRON:			
Hebron, 4-year; Frank L. Sievers, superintendent	10	207	1918
Hebron Academy, 4-year; Anton Hofstad, principal	6	25	1920
HEMINGFORD, 4-year; Vern H. Rauch, superintendent	6	142	1930
HOLDREGE, 6-year; Conrad Jacobson, superintendent	19	469	1909
HOOPER, 4-year; Clyde E. Seymour, superintendent	8	155	1930
HUMBOLT, 4-year; D. H. Weber, superintendent	7	177	1914
KEARNEY:			
Kearney, 3-year; H. A. Burke, superintendent	21	542	1909
A. O. Thomas, 4-year; A. E. Burke, principal	16	88	1933
KIMBALL County, 4-year; C. N. Anderson, superintendent	10	210	1922
LAUREL, 4-year; H. N. Rhodes, superintendent	8	158	1923
LEXINGTON, 4-year; C. E. Collett, superintendent	16	371	1915
LINCOLN:			
Bethany, 3-year; C. B. Mapes, principal	8	111	1926
College View, 3-year; Torval Johnson, principal	7	112	1922
Havelock, 3-year; J. E. Loder, principal	14	174	1912
Jackson, 3-year; R. S. Mickle, principal	17	278	1910
Lincoln Senior, 3-year; H. C. Mardis, principal	83	2597	1906
Teachers College, 4-year; W. H. Morton, principal	14	203	1911
Union College Academy, 4-year; Guy W. Habenicht, principal	4	71	1922
MCCOOK, 3-year; J. E. Shedd, principal	13	325	1910
MADISON, 4-year; G. O. Kelley, superintendent	9	193	1917
MEAD Consolidated, 4-year; Elaine Huff, principal	8	94	1923
MINDEN, 4-year; C. L. Jones, superintendent	11	305	1915
MITCHELL, 4-year; Myron Anderson, superintendent	8	175	1926
NEBRASKA CITY, 3-year; M. R. Shrader, superintendent	12	339	1908
NELIGH, 4-year; Howard D. McEachen, superintendent	9	338	1918
NELSON, 4-year; H. F. Schroeder, superintendent	7	221	1917
NEWMAN GROVE, 4-year; C. Wallace Buck, superintendent	9	210	1929
NORFOLK, 4-year; Allen P. Burkhardt, superintendent	14	606	1908
NORTH BEND, 4-year; R. L. Klaurens, superintendent	8	170	1917
NORTH PLATTE, 4-year; Leslie W. Nelson, principal	27	862	1909
OAKLAND, 4-year; M. B. Canon, superintendent	7	167	1918
OMAHA:			
Benson, 4-year; Mary McNamara, principal	40	1135	1914
Central, 4-year; J. G. Masters, principal	70	2029	1904
North, 4-year; E. E. McMillan, principal	60	1870	1925
South, 4-year; R. M. Marrs, principal	94	2634	1907

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
Technical, 4-year; Dwight E. Porter, principal	107	2917	1925
Brownell Hall, 4-year; Abba Willard Bowen, principal	8	27	1927
Creighton University, 4-year; H. L. Sullivan, principal	16	271	1917
St. Mary's, 4-year; Sister M. Irma, principal	6	94	1925
Convent of Sacred Heart, ¹ 6-year; Mother P. Marum, principal	7	46	1924
Sacred Heart, 4-year; Sister M. Olivia, principal	5	94	1925
O'NEILL, 4-year; Roy W. Carroll, superintendent	8	192	1928
ORD, 4-year; Millard D. Bell, superintendent	13	270	1918
ORLEANS, 4-year; E. L. Craig, superintendent	8	157	1930
OSCEOLA, 4-year; W. E. Thompson, superintendent	9	168	1918
PAWNEE CITY, 3-year; F. C. Thomann, superintendent	9	148	1909
PERU State Teachers College Training, 3-year; L. B. Mathews, principal	13	86	1922
PHILLIPS Consolidated, 4-year; Chas. McCall, superintendent	4	69	1924
PIERCE, 3-year; F. E. Alder, superintendent	9	110	1932
PLAINVIEW, 3-year; S. B. Shively, superintendent	8	149	1931
PLATTSMOUTH, 4-year; Lowell S. Devoe, superintendent	15	346	1919
RAGAN Consolidated, 4-year; Tracy E. Munford, superintendent	4	45	1923
RANDOLPH, 6-year; Floyd A. Davis, superintendent	9	182	1920
RAVENNA, 4-year; John B. Weldon, superintendent	9	183	1915
RED CLOUD, 3-year; E. W. Smith, superintendent	8	135	1915
RISING CITY, 4-year; F. E. Brown, superintendent	5	97	1932
ST. PAUL, 4-year; G. J. Naber, superintendent	8	204	1929
SCHUYLER, 4-year; R. T. Fosnot, superintendent	8	255	1914
SCOTTSELUFF, 4-year; Archer L. Burnham, superintendent	20	622	1914
SCRIBNER, 4-year; H. A. Schroeder, superintendent	8	156	1932
SEWARD, 4-year; J. N. Regier, superintendent	11	309	1909
SHELTON, 4-year; E. N. Southworth, superintendent	6	117	1913
SIDNEY, 4-year; G. F. Liebendorfer, superintendent	10	287	1917
STANTON, 4-year; Meroe J. Outhouse, principal	9	176	1926
STROMSBURG, 6-year; R. B. Carey, superintendent	10	254	1921
SUPERIOR, 4-year; John G. Hansen, superintendent	12	279	1908
SUTHERLAND, 4-year; H. V. Jones, superintendent	6	116	1934
SUTTON, 4-year; C. W. Lehman, superintendent	10	200	1933
TECUMSEH, 3-year; Lloyd D. Halsted, superintendent	8	143	1909
TEKAMAH, 4-year; J. P. Weisensee, superintendent	7	207	1913
TILDEN, 4-year; H. F. Weigel, superintendent	6	181	1930
TRENTON, 3-year; W. C. Gass, superintendent	6	92	1932
VALENTINE, 4-year; C. W. Warwick, superintendent	8	211	1927
VALLEY, 4-year; H. T. Hermann, superintendent	6	127	1927
VALPARAISO, 4-year; C. F. Hubbard, superintendent	4	77	1923
WAHOO:			
Wahoo, 3-year; Franklin T. Anderson, principal	11	177	1910
Luther Academy, 4-year; Verne S. Sweedlum, principal	10	42	1920
WAKEFIELD, 4-year; J. R. Johnson, superintendent	7	154	1935
WALTHILL, 3-year; Edwin N. Sprague, principal	6	85	1920
WAVERLY Consolidated, 4-year; Jay B. Worley, superintendent	6	130	1931
WAYNE:			
Wayne, 4-year; Anna M. Geisler, principal	9	180	1917
Teachers College High School, 4-year; H. H. Hahn, superintendent	6	88	1931
WEeping WATER, 4-year; Loyd A. Behrends, superintendent	6	116	1935
WEST POINT, 6-year; E. H. Burroughs, superintendent	10	215	1918
WISNER, 4-year; T. I. Friest, superintendent	8	197	1923
WOOD RIVER, 4-year; W. R. Bratt, superintendent	6	112	1931

¹ In 1934 listed as Academy of the Sacred Heart

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
WYMORE, 4-year; H. A. Sims, principal	11	221	1927
YORK, 4-year; Albert A. Dreier, principal	22	520	1907
NEW MEXICO			
ALAMOGORDO, 4-year; R. A. McLeskey, superintendent	9	211	1925
ALBUQUERQUE:			
Albuquerque, 3-year; Glen O. Ream, principal	44.4	1575	1917
St. Vincent Academy, 4-year; Sister Rosarita, principal	6.5	87	1925
ANTHONY Union, 4-year; L. W. Clark, principal	7.5	145	1930
ARTESIA, 4-year; W. E. Kerr, superintendent	8.7	199	1924
BELÉN, 4-year; J. L. Gill, superintendent	10	274	1923
CARLSBAD, 4-year; W. G. Donley, superintendent	12.2	342	1917
CARRIZOZO, 4-year; H. C. Hall, superintendent	6	131	1932
CLAYTON, 4-year; Raymond Huff, superintendent	11.5	321	1919
CLOVIS, 4-year; R. E. Marshall, principal	19.2	584	1919
DAWSON, 4-year; G. L. Fenlon, superintendent	6.5	153	1924
DEMING, 4-year; E. D. Marton, superintendent	8.7	197	1918
ELIDA, 4-year; F. R. McKinley, superintendent	5.7	117	1931
FT. SUMNER, 4-year; Chas. L. Rose, superintendent	6.5	155	1928
GALLUP, 6-year; Agnes G. Bartlett, superintendent	18	470	1919
GRANT Union, 4-year; W. W. Stuart, superintendent	7.2	120	1934
HAGERMAN, 4-year; E. A. White, superintendent	6.2	78	1924
HATCH Union, 4-year; F. E. Ferguson, superintendent	6.5	109	1930
HOT SPRINGS, 4-year; G. V. Landers, superintendent	6	131	1932
HURLEY, 4-year; John S. Wright, superintendent	11.2	263	1924
LAS CRUCES Union, 4-year; F. H. Lynn, superintendent	20.4	500	1918
LAS VEGAS, 4-year; W. B. McFarland, superintendent	11.8	299	1917
LORDSBURG, 4-year; R. A. Palm, superintendent	6	149	1922
LOVINGTON, 4-year; J. A. Morrow, principal	6	128	1935
PORTALES, 4-year; F. D. Golden, superintendent	13.8	352	1921
RATON, 4-year; Vincent Walker, principal	15.2	482	1918
ROSWELL:			
Roswell Senior, 3-year; J. D. Shinkle, principal	13.8	439	1918
New Mexico Military Institute, 4-year; E. L. Lusk, principal	13.6	205	1917
ROY, 4-year; A. L. Hatton, superintendent	5.6	114	1931
SANTA FE, 3-year; R. P. Sweeney, principal	11.2	313	1921
SILVER CITY State Teachers College High School, 4-year; J. H. Amy, principal	12.3	313	1917
SPRINGER, 4-year; J. W. Wilferth, superintendent	5	127	1921
TUCUMCARI, 4-year; R. J. Mullins, superintendent	12.4	303	1919
TULAROSA, 4-year; C. E. Brown, superintendent	7	171	1924
VAUGHN, 4-year; L. Z. Manire, superintendent	5.5	65	1933
NORTH DAKOTA			
BEACH, 5-year; I. I. Grindstuen, superintendent	8.8	185	1914
BELFIELD, 4-year; H. W. Pearson, superintendent	4.3	116	1922
BISBEE, 6-year; H. A. Peterson, superintendent	5	131	1923
BISMARCK, 4-year; W. H. Payne, principal	18.3	625	1912
BOTTINEAU, 5-year; H. C. Paulson, superintendent	6.5	223	1924
BOWBELLS, 4-year; C. E. Stephenson, superintendent	4.5	97	1924
BOWMAN, 4-year; Emil Dietrich, superintendent	4.8	127	1910
CANDO, 4-year; Paul A. Miller, superintendent	5.5	155	1910
CARRINGTON, 4-year; F. Ray Rogers, superintendent	7.5	170	1930
CASSELTON, 4-year; A. L. Lantz, superintendent	6.5	153	1913
COOPERSTOWN, 5-year; A. M. Paulson, superintendent	7.5	188	1915
CROSBY, 6-year; W. E. Michaelsohn, superintendent	8	220	1920

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
DEVILS LAKE, 3-year; F. H. Gilliland, superintendent	13.7	406	1908
DICKINSON Central, 4-year; R. J. Hanson, principal	12.5	347	1911
DRAKE, 4-year; E. R. Manning, superintendent	4	84	1924
DRAYTON, 4-year; A. P. Beale, superintendent	4	74	1925
EDGELEY, 4-year; E. McKenna, superintendent	6	152	1915
EDGELEND, 4-year; E. P. James, superintendent	4	60	1922
ELLENDALE, 3-year; C. E. Ingvalson, superintendent	4.5	95	1919
ENDERLINN, 4-year; W. F. Bublitz, superintendent	8	175	1918
FAIRMOUNT, 4-year; A. M. Dahlen, superintendent	9.5	115	1935
FARGO:			
Agricultural and Manual Arts, 4-year; P. J. Iverson, principal	9	43	1911
Oak Grove Seminary, 4-year; T. H. Quanbeck, principal	5	71	1926
Senior High School, 3-year; J. G. Moore, superintendent	51	1140	1907
FINLEY, 4-year; E. A. Jarde, superintendent	4	107	1922
GRATTON, 4-year; M. B. Zimmerman, superintendent	9	225	1908
GRAND FORKS:			
Academy of St. James, 4-year; Sr. Mary John, principal	8.9	142	1926
Central, 6-year; L. G. Thompson, principal	43.5	1301	1907
GRANVILLE, 4-year; M. R. Wagner, superintendent	4.5	90	1923
HANKINSON, 4-year; C. H. Siefken, superintendent	4.5	106	1919
HARVEY, 4-year; H. P. Ide, superintendent	5	171	1924
HETTINGER, 6-year; L. J. Legault, superintendent	6.5	258	1920
HILLSBORO, 4-year; J. J. Elster, superintendent	5.4	162	1919
HOPE, 4-year; O. D. Shively, superintendent	3.4	82	1913
HUNTER, 6-year; G. A. Thorson, superintendent	5.6	80	1925
JAMESTOWN:			
Jamestown, 3-year; A. O. Elstad, principal	13.5	415	1908
St. John's Academy, 4-year; Sister M. Yvonne, principal	9.5	95	1908
KENMARE, 3-year; C. Gilbertson, superintendent	6.5	114	1910
LAKOTA, 6-year; W. R. Reitan, superintendent	6.4	179	1911
LA MOURE, 3-year; H. R. Wakefield, superintendent	4	83	1913
LANGDON, 4-year; I. E. Ottem, superintendent	5	128	1923
LARIMORE, 4-year; W. E. Lillo, superintendent	5.5	129	1913
LIDGERWOOD, 3-year; E. D. Murdoch, superintendent	6	84	1919
LISBEN, 4-year; W. A. Gamble, superintendent	7.4	206	1912
MCVILLE, 4-year; G. O. Lindgren, superintendent	4	57	1920
MANDAN, 3-year; J. C. Gould, superintendent	11.5	291	1913
MAYVILLE, 4-year; I. O. Brendsel, superintendent	5.5	136	1918
MINOT Senior, 3-year; J. H. Colton, principal	22.4	655	1910
MOHALL, 6-year; E. Abrahamson, superintendent	5	100	1921
MOTT Lincoln, 4-year; D. G. Stubbins, superintendent	4.5	157	1923
NEW ROCKFORD Central, 4-year; W. J. Swenson, superintendent	10	226	1914
NEW SALEM, 4-year; W. L. Jacobson, superintendent	3.5	83	1921
OAKES, 4-year; E. A. Quam, superintendent	6.4	209	1916
PARK RIVER Walsh County Agricultural and Training, 4-year; E. J. Taintrof, superintendent	11	231	1929
PEMBINA, 5-year; T. P. Redmond, superintendent	4	52	1920
PETERSBURG, 4-year; G. C. Paulsen, superintendent	3.8	58	1921
RAY, 5-year; T. L. Pierce, superintendent	5	122	1932
ROLLA, 3-year; C. H. Backstrom, superintendent	5.5	75	1923
RUGBY, 4-year; Olaf A. Nelson, superintendent	7	210	1915
St. THOMAS, 4-year; W. W. Wassmann, superintendent	4	63	1915
SARLES, 4-year; R. W. Taylor, superintendent	4	52	1924
SENTINEL BUTTE, 4-year; M. A. Tovey, superintendent	4	52	1915
STANLEY, 4-year; W. R. Stewart, superintendent	6	157	1915
STARKWEATHER, 4-year; M. A. Rygh, superintendent	4	89	1929

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
TOWNER, 4-year; H. W. Norville, superintendent	3.7	64	1921
VALLEY CITY, 4-year; G. W. Hanna, superintendent	15	331	1910
VELVA State Agricultural High School, 4-year; L. F. Rice, superintendent	6.5	132	1920
WAHPETON, 3-year; L. H. Dominick, superintendent	7	201	1922
WILLISTON, 4-year; J. N. Urness, superintendent	16.5	567	1911
WYNDMERE, 4-year; T. H. Tofte, superintendent	4	88	1925
OHIO			
ADA, 6-year; T. H. Everhart, superintendent	15	367	1922
AKRON:			
Central, 4-year; J. Ray Stine, principal	48	1583	1906
East, 4-year; A. J. Dillehay, principal	72	2296	1925
Garfield, 4-year; A. D. Ladd, principal	58	1946	1928
North, 4-year; Hugh R. Smith, principal	58	1907	1921
South, 4-year; Charles Bryant, Sr., principal	55	1937	1911
West, 4-year; John W. Flood, principal	49	1580	1914
Old Trail, 4-year; Eugene M. Hinton, principal	5	38	1935
ALEXANDRIA St. Albans Township, 6-year; E. Evin Huffman, superintendent	7	172	1926
ALLIANCE, 4-year; J. E. Vaughn, principal	56	1599	1912
AMHERST, 4-year; Marion L. Steele, principal	14	267	1916
ANNA, 6-year; George Rilling, superintendent	10	184	1934
ARCADIA Washington Township, 4-year; J. C. Kieffer, superintendent	7	128	1923
ARCHBOLD, 6-year; R. L. Lorton, superintendent	7	155	1926
ARLINGTON, 4-year; L. P. Cummins, principal	7	155	1930
ASHLAND, 6-year; J. E. Bohn, principal	33	770	1907
ASHLEY, 6-year; Florence Leas, principal	9	204	1929
ASHTABULA, 3-year; C. J. W. Luttrell, principal	35	877	1905
ASHTABULA HARBOR, 6-year; J. A. Fawcett, principal	25	642	1912
ATHENS, 6-year; O. L. Wood, principal	30	542	1908
BARBERTON Central, 4-year; H. A. Pieffer, principal	42	1184	1903
BARNESVILLE, 4-year; S. T. Warfield, principal	16	414	1919
BAY VILLAGE:			
Dover Village, 6-year; L. G. Burneson, superintendent	8	170	1929
Parkview, 6-year; B. G. Griffith, superintendent	11	269	1928
BEDFORD:			
Bedford, 6-year; W. C. Miller, principal	34	952	1924
Maple Heights, 4-year; W. D. Coon, principal	19	426	1932
BELLAIRE, 4-year; F. N. Reinbolt, principal	36	1065	1911
BELLEFONTAINE, 6-year; P. Q. Freeman, principal	28	746	1904
BELLEVUE Central, 4-year; Alfred Ross, principal	19	469	1907
BEREA, 6-year; J. B. Crabbs, principal	26	697	1914
BEXLEY, 4-year; R. E. Kessler, principal	22	477	1925
BLOOMVILLE Bloom Township, 6-year; R. R. Miller, superintendent	7	167	1935
BLUFFTON Bluffton-Richland, 6-year; A. J. B. Longsdorf, superintendent	21	398	1912
BOWLING GREEN, 3-year; A. B. Conklin, superintendent	22	337	1909
BRADFORD, 4-year; W. H. Winkler, superintendent	9	178	1926
BREMAN Rushcreek Memorial, 6-year; R. M. Fosnight, superintendent	12	313	1928
BRIDGEPORT, 6-year; H. B. Waldorf, principal	19	424	1916
BRYAN, 4-year; A. R. White, superintendent	14	353	1907
BUCYRUS, 6-year; D. C. Baer, principal	25	598	1907
BYESVILLE, 4-year; William Forshey, superintendent	11	306	1929
CADIZ, 6-year; I. E. Mulholland, principal	14	394	1927
CALDWELL, 6-year; J. W. Evans, superintendent	13	313	1935

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
CAMBRIDGE, 4-year; H. L. Pine, principal	33	961	1910
CAMPBELL Memorial, 4-year; M. F. O'Mellan, principal	39	948	1924
CANAL WINCHESTER, 4-year; A. B. Weiser, superintendent	11	117	1916
CANTON:			
McKinley, 3-year; J. L. G. Pottorf, principal	125	3703	1909
Academy of the Immaculate Conception, 4-year; Sr. M. Adrian, principal	13	149	1928
CASTALIA Margaretta Township, 4-year; W. B. Worthing, principal	9	163	1929
CEDARVILLE, 6-year; H. D. Furst, superintendent	12	280	1922
CELINA, 4-year; D. W. Davis, principal	16	305	1918
CHAGRIN FALLS:			
Chagrin Falls, 6-year; Lewis Sands, superintendent	14	296	1928
Orange, 6-year; W. T. Wickham, superintendent	12	241	1929
CHILLICOTHE, 4-year; John A. Smith, principal	30	900	1901
CINCINNATI:			
Hartwell, 4-year; L. D. Peaslee, principal	15	352	1903
Hughes, 4-year; C. M. Merry, principal	109	3000	1904
Walnut Hills, 6-year; L. P. Stewart, principal	63	1067	1907
Western Hills, 6-year; B. H. Siehl, principal	80	1636	1929
Withrow, 6-year; Walter Peoples, principal	99	2909	1919
Woodward, 3-year; Arthur O. Jones, principal	54	1243	1904
Academy of the Sacred Heart, 4-year; Marie P. Doize, principal	7	19	1919
St. Mary, Hyde Park, 4-year; Sr. Ellen Mary, principal	19	322	1927
Summit Country Day, 6-year; Sr. Mary Francis, principal	8	48	1907
University, 4-year; Edwin C. Zavitz, principal	12	42	1907
Xavier, 4-year; Rev. J. J. Benson, principal	21	396	1917
CIRCLEVILLE, 4-year; E. I. Gephart, principal	15	376	1903
CLEVELAND:			
Central, 6-year; E. C. Wixom, principal	41	1178	1904
Collinwood, 6-year; F. P. Whitney, principal	101	2622	1928
East, 3-year; E. L. Findley, principal	62	2056	1902
East Technical, 3-year; P. H. Powers, principal	100	3014	1909
Garfield Heights, 6-year; Mary H. Kerr, principal	40	1145	1924
St. Joseph Academy, Garfield Heights, 4-year; Sr. M. Theobald, principal	10	99	1932
Glenville, 3-year; B. W. Taylor, principal	60	1920	1905
James Ford Rhodes, 4-year; A. C. Eldredge, principal	61	1940	1934
John Adams, 3-year; E. E. Butterfield, principal	100	3279	1926
John Marshall, 3-year; Benj. R. Eggeman, principal	37	1077	1916
Lincoln, 6-year; Neil D. Mathews, principal	108	3381	1913
Shaker Heights, 3-year; R. B. Patin, principal	44	858	1920
South, 3-year; Edgar A. Miller, principal	59	1937	1905
West, 6-year; David P. Simpson, principal	67	2111	1905
West Technical, 4-year; C. C. Tuck, principal	130	4475	1914
Cathedral Latin, 4-year; Rev. L. A. Yeske, principal	35	916	1921
Central Institute, 4-year; J. C. Oldt, principal	3	19	1926
Cleveland Preparatory, 4-year; D. H. Hopkins, principal	11	95	1924
Lourdes Academy, 4-year; Sr. M. Beatrice, principal	11	172	1927
Nash Preparatory, 4-year; M. L. Jordan, principal	11	93	1920
Notre Dame, 6-year; Sr. M. Priscilla, principal	30	505	1927
St. Ignatius, 4-year; J. P. Colford, principal	19	389	1920
St. Joseph Academy, 6-year; Sr. M. Berchmans, principal	17	267	1931
State, 4-year; M. L. Steuer, principal	5	62	1922
University, 3-year; Harry A. Peters, principal	21	149	1908
Ursuline Academy, East 55th., 4-year; Sr. Letitia, principal	14	159	1928
Villa Angela, 4-year; Mother M. Consolata, principal	13	146	1928

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
CLEVELAND HEIGHTS Heights, 3-year; E. E. Morley, principal	71	2105	1909
CLYDE, 6-year; J. W. Fausey, superintendent	15	407	1934
COLUMBIANA, 4-year; C. Edward Bender, superintendent	10	218	1909
COLUMBUS:			
East, 3-year; W. B. Skimming, principal	43	1340	1906
Grandview Heights, 6-year; L. K. Replogle, principal	20	366	1915
North, 3-year; H. P. Swain, principal	73	2210	1906
South, 6-year; Evan L. Mahaffey, principal	64	1536	1907
Upper Arlington, 4-year; J. W. Jones, superintendent	8	232	1925
Columbus Academy, 4-year; F. P. R. Van Syckel, principal	8	59	1926
Franklin University, ¹ 6-year; J. LeRoy Wilson, principal	5	30	1930
St. Joseph Academy, 4-year; Sr. Maria Teresa, principal	7	68	1927
CONNEAUT, 3-year; V. R. Henry, principal	25	601	1907
COSHOCTON, 4-year; C. H. Ross, principal	23	766	1912
COVINGTON, 6-year; W. F. Henney, principal	11	205	1914
CRESTLINE, 6-year; A. A. Remy, principal	16	324	1921
CROOKSVILLE, 6-year; H. A. Zollinger, principal	16	210	1932
CUYAHOGA FALLS, 4-year; Gordon M. DeWitt, principal	36	1186	1913
DAYTON:			
Fairmont, 4-year; J. E. Prass, principal	18	366	1926
Fairview, 4-year; D. D. Longnecker, principal	35	811	1922
Kiser, 3-year; D. L. Sollenberger, principal	26	398	1931
Oakwood, 3-year; A. E. Claggett, superintendent	15	324	1924
Roosevelt, 6-year; G. A. Morris, principal	65	1453	1930
Steele, 3-year; J. W. Holmes, principal	45	1325	1905
Stivers, 3-year; Cory LeFevre, principal	60	1691	1911
University of Dayton High School, 4-year; Edward H. Knust, principal	7	46	1910
DEFIANCE, 6-year; G. E. Myers, principal	27	558	1906
DEGRAFF, 6-year; Paul C. Estep, superintendent	8	201	1903
DELAWARE Frank B. Willis, 6-year; E. F. Carlisle, principal	22	351	1904
DELPHOS Jefferson, 6-year; W. M. Floyd, principal	13	355	1903
DELTA, 6-year; John J. Beall, superintendent	10	245	1929
DESHLER, 6-year; L. E. Johnson, superintendent	8	218	1932
DOVER, 4-year; C. E. Palmer, superintendent	20	627	1903
DRESDEN Jefferson, 6-year; G. E. Redman, superintendent	12	285	1923
EAST CLEVELAND:			
Shaw, 3-year; M. C. Dietrich, principal	70	1716	1911
Ursuline Academy of the Sacred Heart, 4-year; Sr. M. Celestine, principal	16	267	1934
EAST COLUMBUS St. Mary's of the Springs, 6-year; Sr. M. Monica, principal	8	79	1920
EAST LIVERPOOL, 4-year; B. G. Ludwig, principal	41	1543	1904
EAST PALESTINE, 4-year; M. Z. Conn, principal	15	476	1904
EATON, 4-year; H. C. Hildebolt, principal	14	252	1910
ELYRIA, 4-year; C. P. Shively, principal	60	1915	1904
EUCLID:			
Central, 4-year; R. B. Sharrock, principal	15	275	1924
Shore, 4-year; D. E. Metts, principal	22	701	1923
FAIRPORT HARBOR Harbor, 6-year; R. A. Greig, superintendent	14	261	1921
FAIRVIEW, 6-year; Lewis F. Mayer, superintendent, Rocky River	16	172	1932
FINDLAY:			
Findlay, 3-year; F. L. Kinley, principal	33	772	1906
Liberty Township, R.D., 4-year; H. H. Eibling, superintendent	8	139	1924

¹ Prior to 1934 listed as Y.M.C.A. Day School

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
FOSTORIA, 6-year; Wm. M. Hawk, principal	36	998	1910
FREMONT, 6-year; A. C. Stokes, principal	50	1338	1903
GALION, 3-year; W. L. Swick, principal	20	351	1903
GALLIPOLIS, Gallia Academy, 4-year; E. E. Higgins, principal	19	472	1903
GENEVA, 6-year; D. R. Frasher, superintendent	16	561	1903
GENOA Clay-Genoa, 4-year; W. C. Kunce, superintendent	11	260	1933
GEORGETOWN, 6-year; Paul Rainey, principal	8	178	1925
GERMANTOWN, 4-year; Alie L. Stingley, superintendent	10	209	1924
GIBSONBURG, 6-year; A. E. Wright, superintendent	10	170	1916
GIRARD, 6-year; R. H. Getz, principal	26	586	1918
GLENDALE, 6-year; Louise C. Robb, principal	13	194	1932
GLOUSTER, 6-year; L. G. DeLong, principal	11	360	1926
GRANVILLE, 6-year; H. G. Spencer, superintendent	12	132	1926
GREENFIELD McClain, 6-year; B. R. Duckworth, principal	22	426	1904
GREENVILLE, 4-year; Paul C. Warner, principal	27	638	1914
GROVEPORT Madison Township, 4-year; Lucinda Doersam, principal	11	255	1926
HAMILTON:			
Hamilton, 3-year; Clyde W. White, principal	40	1110	1904
Fairfield Township, R.D., 6-year; D. E. Augspurger, principal	11	168	1934
HILLSBORO, 4-year; O. C. West, principal	13	369	1902
HOLGATE, 6-year; M. E. Brandon, superintendent	8	119	1926
HUBBARD, 6-year; L. A. Sprague, principal	26	750	1932
HUDSON:			
Hudson Township, 4-year; P. J. Foltz, superintendent	9	181	1931
Western Reserve Academy, 5-year; J. B. Hayden, superintendent	19	168	1925
HUNTSVILLE McArthur-Huntsville, 6-year; Glenn O. Outland, superintendent	10	153	1925
HURON, 4-year; W. E. Weagly, superintendent	10	131	1918
IRONDALE Saline Township, 6-year; C. P. Henderson, superintendent	8	189	1935
IRONTON, 6-year; John A. Miller, principal	29	668	1910
JACKSON, 6-year; T. K. Owens, principal	22	477	1911
JOHNSTOWN Johnstown-Monroe, 4-year; Joseph J. Deetz, superintendent	7	191	1935
KENT:			
Roosevelt, 6-year; W. A. Walls, superintendent	24	417	1912
State, 6-year; Frank N. Harsh, principal	17	354	1918
KENTON, 4-year; D. B. Metzger, principal	24	589	1922
KILBOURNE Brown Township, 6-year; George N. Thurston, superintendent	9	74	1925
KINGS MILLS, 4-year; J. E. Sprinkle, superintendent	7	156	1935
LAKEWOOD:			
Lakewood, 3-year; J. C. Mitchell, principal	78	2626	1905
St. Augustine Academy, 6-year; Sr. Mary Murnan, principal	12	75	1930
LANCASTER, 4-year; Paul Wenger, principal	37	935	1903
LEAVITTSBURG Warren Township, 6-year; A. L. Bascom, superintendent	14	221	1925
LEROY Westfield, 6-year; R. F. Howe, superintendent	7	98	1915
LEWISBURG Union, 4-year; H. A. Hoffman, superintendent	9	158	1927
LIBERTY CENTER, 6-year; H. B. Romaker, superintendent	9	191	1926
LIMA:			
Central, 6-year; H. W. Leach, principal	45	1088	1923
South, 4-year; J. H. Davison, principal	36	795	1918
LISBON David Anderson, 4-year; Sadie P. VanFossan, principal	15	440	1910
LOCKLAND, 4-year; J. U. Dungan, superintendent	19	303	1912
LOGAN, 3-year; F. B. Burchfield, principal	17	345	1913
LONDON, 4-year; W. H. Rice, superintendent	12	324	1906

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
LORAIN, 4-year; P. C. Bunn, principal	58	1832	1907
LOUDONVILLE, 6-year; R. F. McMullen, superintendent	13	306	1934
McCOMB, 4-year; Chas. H. Parrett, superintendent	8	211	1926
McCONNELLSVILLE Malta-McConnellsville, 4-year; Evelyn True Button, principal	12	333	1921
McDONALD, 6-year; A. A. Burkey, superintendent	13	181	1922
MADISON Memorial, 4-year; S. B. Trescott, superintendent	10	240	1926
MANSFIELD, 3-year; Jesse Beer, principal	47	1097	1923
MARIETTA, 6-year; A. E. Rupp, principal	30	572	1913
MARION Harding, 3-year; K. H. Marshall, principal	33	974	1903
MARTINS FERRY, 4-year; R. M. McFarland, principal	30	900	1907
MASSILLON Washington, 3-year; L. P. Kemp, principal	39	1168	1906
MAUMEE, 4-year; A. M. Hornby, principal	14	255	1926
MAYFIELD HEIGHTS Mayfield, 6-year; W. L. Shuman, superintendent	21	509	1928
MEDINA, 4-year; W. E. Conkle, superintendent	15	309	1908
MIAMISBURG, 4-year; Wilbur C. Neff, principal	20	399	1909
MIDDLEPORT, 4-year; M. W. Essex, principal	9	239	1927
MIDDLETOWN, 3-year; Wade E. Miller, principal	38	1069	1906
MILAN, 4-year; N. S. Jones, superintendent	8	116	1926
MILFORD, 4-year; H. E. Milligan, superintendent	9	162	1929
MILLBURY Lake Township, 6-year; C. T. Falls, superintendent, Walbridge	11	324	1926
MILLERSBURG, 4-year; C. F. Maple, superintendent	9	196	1923
MILTON Center Milton, 6-year; R. G. Brand, superintendent	5	67	1926
MINERVA, 4-year; W. F. Bonar, superintendent	13	455	1924
MINGO JUNCTION, 4-year; Claude A. Bruner, superintendent	18	466	1915
MINSTER, 4-year; John C. Halsema, superintendent	7	182	1916
MONCLOVA, 4-year; James C. Sanford, superintendent	6	92	1926
MONROE Lemon Township, 6-year; John W. Robison, superintendent	10	313	1935
MONTPELIER, 4-year; H. M. Shaeffer, principal	11	317	1925
Mt. GILEAD, 6-year; H. L. Shibler, superintendent	11	302	1925
Mt. St. JOSEPH Academy, 4-year; Sr. Dorothea, principal	8	80	1925
Mt. STERLING, 4-year; H. L. Sams, superintendent	6	93	1914
Mt. VERNON, 4-year; J. D. Geiger, principal	31	753	1915
NAPOLEON, 4-year; C. D. Brillhart, superintendent	14	347	1914
NELSONVILLE, 6-year; L. T. Powell, principal	25	419	1927
NEWARK:			
Newark, 3-year; H. F. Moniger, principal	34	238	1931
St. Francis de Sales, 4-year; Sr. Mary Aquin, principal	6	181	1929
NEW BREMEN, 4-year; D. R. Bendure, superintendent	8	167	1913
NEW CONCORD, 6-year; J. A. Keyser, principal	13	314	1918
NEW LEXINGTON, 6-year; Myron H. Fowler, principal	14	340	1903
NEW PHILADELPHIA, 3-year; J. B. Rudy, principal	14	516	1918
NEWTON FALLS, 6-year; D. L. Buchanan, superintendent	17	629	1934
NEW WASHINGTON, 4-year; H. L. Miller, principal	7	131	1925
NILES McKinley, 6-year; Olin B. Smith, principal	34	1052	1903
NORTH BALTIMORE, 4-year; E. E. Leidy, superintendent	9	166	1916
NORTH CANTON, 6-year; Thos. G. Denton, superintendent	13	410	1934
NORTH RIDGEVILLE Ridgeville, 6-year; Glen C. West, principal	9	243	1931
NORWALK Community, 4-year; J. E. Cole, principal	24	418	1906
NORWOOD, 6-year; H. S. Bates, principal	56	1603	1908
OAK HARBOR, Salem-Oak Harbor, 4-year; R. C. Waters, superintendent	12	300	1916
OBERLIN, 6-year; C. E. Wigton, principal	25	511	1906
OLMSTED FALLS, 6-year; W. W. Smith, superintendent	10	229	1935
ORRVILLE, 4-year; F. E. Honnold, superintendent	16	318	1914

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
OSBORN Bath Township, 6-year; H. K. Baker, principal	15	254	1925
OXFORD Wm. McGuffey, 6-year; Chas. S. Bunger, principal	20	139	1916
PAINESVILLE Harvey, 3-year; A. L. Baumgartner, principal	22	635	1905
PARMA, 3-year; Frank S. Shields, principal	19	602	1930
PERRY, 6-year; R. G. Few, superintendent	10	211	1926
PERRYSEBURG, 4-year; C. B. Riggie, superintendent	11	336	1905
PIQUA, 4-year; C. M. Sims, principal	27	633	1907
POMEROY, 3-year; C. J. Rhodes, superintendent	11	296	1928
PORT CLINTON, 4-year; H. L. Ford, superintendent	17	324	1914
PORTSMOUTH, 4-year; C. S. Dale, principal	48	1578	1912
RAVENNA:			
Ravenna, 6-year; H. L. Brown, principal	22	476	1906
Ravenna Township, 6-year; H. W. Donaldson, principal	10	213	1926
RAWSON, 4-year; Thomas Duncan, superintendent	7	152	1926
READING Mt. Notre Dame Academy, 4-year; Sr. Margaret Aloysius, principal	9	66	1927
RITTMAN, 4-year; L. L. Haney, principal	10	178	1920
ROCKFORD, 4-year; H. W. Newton, superintendent	10	199	1925
ROCK RIVER, 6-year; M. U. Grubb, principal	22	387	1922
ROSSFORD, 6-year; Carl F. Doeblor, principal	18	483	1924
RUDOLPH Liberty Township, 4-year; C. E. Mahaffey, superintendent	6	136	1924
St. BERNARD, 4-year; C. W. Williams, principal	14	174	1928
St. CLAIRSVILLE, 4-year; O. O. Crawford, superintendent	17	592	1917
St. MARYS Memorial, 4-year; Fred E. Koenig, principal	19	408	1903
SALEM, 4-year; W. J. Springer, principal	32	866	1906
SANDUSKY, 4-year; Karl E. Whinnery, principal	33	1317	1904
SEBRING McKinley, 4-year; J. M. Badertscher, principal	16	341	1932
SHADYSIDE, 4-year; L. M. Garrette, superintendent	13	359	1933
SHELBY, 4-year; C. G. Tener, principal	17	425	1904
SHREVE, 6-year; H. A. Fankhouser, superintendent	9	164	1930
SIDNEY, 4-year; O. R. Findley, principal	25	630	1920
SMITHFIELD, 6-year; W. C. Darrah, superintendent	16	423	1934
SOUTH EUCLID Charles F. Brush, 3-year; O. J. Korb, superintendent	21	303	1930
SPRINGFIELD:			
Springfield, 3-year; E. W. Tiffany, principal	69	1925	1906
Catholic Central, 4-year; Sr. Margaret Clare, principal	24	568	1932
STUBENVILLE, 3-year; F. J. Mick, principal	38	1071	1904
STOW Township, 4-year; R. E. Ganyard, principal, Cuyahoga Falls	10	312	1929
STRUTHERS, 4-year; Olin J. Gabriel, principal	30	1000	1925
STRYKER, 4-year; C. D. Fix, superintendent	8	127	1924
SWANTON, 4-year; L. A. Walker, superintendent	10	224	1926
SYLVANIA:			
Burnham, 6-year; Ira Baumgartner, superintendent	21	688	1926
St. Clare Academy, 4-year; Sr. M. Justinian, principal	9	60	1935
TIFFIN:			
Columbian, 3-year; W. W. Martin, principal	20	535	1904
Calvert, 4-year; Rev. A. J. Gallagher, principal	14	270	1928
TILTONVILLE Warren Consolidated, 6-year; J. H. Mullenix, superintendent	22	550	1934
TIPPECANOE CITY, 4-year; Frank Nichols, superintendent	10	210	1915
TOLEDO:			
Devilbiss, 4-year; Merritt C. Nauts, principal	83	2513	1933
Edward D. Libby, 4-year; H. E. Williams, principal	74	2123	1924
Scott, 4-year; R. H. Demorest, principal	70	2193	1914
Morrison R. Waite, 4-year; Philip H. Conser, principal	65	1909	1914
Woodward, 4-year; Chas. C. LaRue, principal	67	1968	1921

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited
			Since
St. John's, 4-year; Rev. J. P. Mentag, principal	13	217	1917
Clay, R. D. No. 5, 4-year; Josephine Fassett, superintendent	14	330	1931
John Wallace Whitmer, R. D. No. 11, 2343 Eastbrook Drive, 4-year; E. J. Krieger, superintendent	17	363	1930
TORONTO, 4-year; S. C. Dennis, superintendent	23	627	1918
TROY, 4-year; B. F. Weiss, principal	21	522	1904
UPPER SANDUSKY, 4-year; W. O. Moore, superintendent	16	289	1909
URBANA, 5-year; C. W. Cookson, superintendent	16	314	1924
VAN BUREN Allen Township, 6-year; A. J. Hooley, superintendent	9	121	1925
VANDALIA Butler Township, 6-year; Russell L. Stoner, superintendent	13	198	1935
VAN WERT, 4-year; Walter J. Krick, principal	20	601	1903
VERMILION, 4-year; George R. Snyder, superintendent	12	162	1930
VERSAILLES, 6-year; J. E. Nesbit, superintendent	10	214	1929
WADSWORTH, 4-year; C. J. Mayhew, principal	23	541	1927
WAPAKONETA Blume, 4-year; J. F. Swearingen, principal	16	412	1913
WARREN:			
Warren G. Harding, 3-year; Milton Mollenkopf, principal	56	1611	1908
Howland Township, R. D. No. 5, 6-year; M. V. McEvoy, superintendent	14	401	1925
WASHINGTON C. H. Washington, 4-year; Dwight B. Ireland, principal	18	496	1910
WATERVILLE, 6-year; H. H. Dudrow, superintendent	6	85	1926
WAUSEON, 6-year; H. E. Schwall, superintendent	15	423	1908
WELLINGTON, 4-year; A. W. Shields, superintendent	12	231	1928
WELLSTON, 4-year; C. H. Jones, principal	14	370	1930
WEST ALEXANDRIA, 6-year; E. M. Derby, superintendent	7	104	1926
WEST CARROLLTON, 6-year; W. E. Shade, superintendent	16	359	1935
WESTERVILLE, 6-year; W. A. Kline, principal	16	514	1925
WEST JEFFERSON Jefferson Point, 4-year; W. B. Corry, superintendent	5	125	1913
WEST LIBERTY, 6-year; H. S. Defenbaugh, superintendent	11	219	1933
WICKLIFFE, 6-year; Harold R. Mills, superintendent	15	303	1926
WILLARD, 4-year; H. L. Bowman, superintendent	16	306	1912
WILLOUGHBY, 4-year; E. M. Otis, superintendent	21	520	1904
WILMINGTON, 6-year; J. O. Villars, principal	20	615	1913
WOODSFIELD, 4-year; Harold E. Nichols, principal	11	256	1924
WOOSTER, 4-year; Lewis E. Buell, principal	33	734	1904
WYOMING, 6-year; Z. M. Walter, superintendent	13	262	1907
XENIA:			
Central, 6-year; F. R. Woodruff, principal	22	488	1905
East, 4-year; Helen W. Ferguson, principal	12	152	1934
YOUNGSTOWN:			
Chaney, 6-year; C. W. Ricksecker, principal	28	740	1929
East, 4-year; J. W. Smith, principal	69	1549	1927
Rayen, 4-year; F. F. Herr, principal	64	1791	1909
South, 3-year; Geo. P. Chatterton, principal	82	2702	1913
Ursuline Academy, 4-year; Sr. Holy Angels, superintendent	15	360	1931
Y.M.C.A. Evening ¹ , 6-year; R. A. Witchey, principal	6	55	1924
Boardman, R. D. No. 4, 4-year; A. L. Henderson, superintendent	15	420	1930
ZANESVILLE Lash, 4-year; E. D. Cleary, principal	43	1064	1906
OKLAHOMA			
ADA:			
Ada, 4-year; B. R. Stubbs, superintendent	19	622	1923
Horace Mann, 4-year; J. W. Zimmerman, director	12	144	1922
ALTUS, 4-year; A. G. Steele, superintendent	14	420	1921

¹ Prior to 1933 listed as Institute of Technology.

Name and Location, Type of School, and Officer in Charge	Accredited	
	Teachers	Pupils Since
ALVA:		
Alva High School, 4-year; Lillian E. Dyer, principal	11	317 1919
Northwestern, 4-year; B. F. Johnson, director	7	157 1922
ANADARKO, 3-year; H. L. Hensley, superintendent	8	245 1920
ARDMORE, 3-year; E. O. Davis, principal	18	622 1918
ATOKA, 4-year; Ferman Phillips, superintendent	9	290 1923
AVANT, 4-year; E. P. Krausse, principal	5	97 1925
BARNSDALL, 4-year; Walter B. Goe, superintendent	9	279 1925
BARTLESVILLE, 3-year; Chas. O. Haskell, superintendent	24	705 1912
BLACKWELL, 3-year; Harry Huston, superintendent	19	545 1912
BRISTOW, 4-year; E. H. Black, superintendent	19	551 1918
CHEROKEE, 4-year; Ira W. Yount, principal	8	195 1928
CHICKASHA, 3-year; Elmer L. Fraker, principal	18	525 1912
CLAREMORE:		
Claremore, 4-year; C. P. Crudup, superintendent	12	386 1921
Oklahoma Military Academy, 4-year; J. C. Resler, principal	11	100 1925
CLEVELAND, 4-year; W. Rankin Young, superintendent	11	291 1918
CLINTON, 4-year; Arnett Cross, principal	14	378 1920
COPAN, 4-year; E. L. Hurlock, superintendent	10	189 1919
CUSHING, 4-year; J. L. Shanks, principal	21	666 1918
DEWEY, 4-year; G. E. Spraberry, superintendent	9	273 1918
DRUMRIGHT, 4-year; A. C. Wiemer, principal	15	588 1918
DUNCAN, 3-year; Chester P. Davis, superintendent	11	363 1921
DURANT:		
Durant, 3-year; G. T. Stubbs, superintendent	12	267 1921
James E. Russell, 6-year; J. P. Puffinbarger, director	10	148 1922
EDMOND:		
Edmond, 4-year; Owen King, superintendent	10	297 1925
Central State Teachers College, 4-year; John T. Butcher, director	12	102 1922
EL RENO, 3-year; H. E. Wrinkle, superintendent	18	545 1918
ENID, 3-year; D. Bruce Selby, principal	36	1090 1911
EUFULA, 4-year; E. S. Nunn, superintendent	10	195 1924
FAIRFAX, 4-year; W. B. Ragan, superintendent	10	261 1921
FAIRVIEW, 4-year; F. W. Irion, superintendent	9	200 1925
FREDERICK, 4-year; J. O. Shaw, superintendent	9	326 1919
GARBER, 4-year; F. C. Snow, superintendent	9	263 1923
GLENPOOL, 4-year; R. F. Burt, superintendent	5	82 1921
GRANDFIELD, 4-year; J. T. Martin, superintendent	7	145 1925
GUTHRIE, 3-year; W. A. Greene, superintendent	15	460 1912
GUYMON, 4-year; L. A. Hartley, superintendent	8	244 1921
HASKELL, 4-year; Wm. Earl White, superintendent	8	167 1922
HEALDTON, 4-year; Murl H. Price, principal	7	209 1923
HENNESSEY, 4-year; Lee Hart, superintendent	7	153 1930
HENRYETTA, 4-year; E. E. Battles, superintendent	16	494 1917
HOBART, 3-year; Joe T. Williamson, superintendent	10	276 1922
HOLDENVILLE, 3-year; Ben J. Foster, principal	11	254 1920
HOLLIS, 3-year; R. L. Snider, principal	9	173 1927
HOMINY, 4-year; J. R. Staib, superintendent	9	271 1925
HOOKER, 4-year; Paul Smith, superintendent	6	142 1926
HUGO, 4-year; Harvey M. Black, superintendent	12	352 1913
IDABEL, 4-year; Paul R. Taylor, superintendent	12	372 1928
KINGFISHER, 3-year; R. R. Russell, superintendent	7	188 1920
LAWTON, 3-year; D. A. Becker, principal	15	524 1914
MADILL, 4-year; O. E. Shaw, superintendent	9	283 1919
MANGUM, 4-year; Homer S. Reeves, superintendent	12	309 1918
MARIETTA, 4-year; E. L. Snobins, superintendent	7	106 1922

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
MARLOW, 4-year; John C. Fisher, superintendent	10	320	1922
McALESTER, 4-year; M. J. Hale, superintendent	24	765	1911
McMANN Dundee, 4-year; Roy Bondurent, principal	8	129	1923
MIAMI, 3-year; R. C. Nichols, superintendent	11	323	1919
MINCO, 4-year; J. E. Peery, superintendent	6	159	1926
MUSKOGEE, 4-year; L. M. Speaker, principal	43	1462	1911
NEWKIRK, 4-year; V. B. Hawes, superintendent	10	254	1919
NORMAN:			
Norman, 3-year; M. M. Churchwell, principal	14	496	1919
University, 3-year; C. O. Newlun, director	5	72	1923
NOWATA, 4-year; Ralph E. Staffelbach, superintendent	9	315	1921
OILTON, 4-year; L. W. Taylor, superintendent	9	299	1923
OKEENE, 4-year; Fred P. Drake, superintendent	7	181	1926
OKLAHOMA CITY:			
Britton, 3-year; W. H. Taylor, principal	8	149	1926
Capitol Hill, 3-year; A. H. Parmelee, principal	37	1224	1926
Central, 3-year; E. R. Sifert, principal	72	2201	1910
Classen, 3-year; Ira W. Baker, principal	61	1974	1926
OKMULGEE, 4-year; Guy B. Blakey, principal	24	790	1914
OSAGE, 4-year; A. W. Bevers, superintendent	4	61	1924
PAULS VALLEY, 4-year; F. A. Ramsey, superintendent	9	277	1920
PAWHUSKA, 4-year; Homer C. Heard, superintendent	13	402	1917
PAWNEE, 4-year; S. J. Bryant, superintendent	10	276	1932
PERRY, 6-year; Perry Carmichael, superintendent	16	470	1922
PONCA CITY, 3-year; W. W. Isle, superintendent	25	710	1918
POTEAU, 4-year; C. C. Beaird, superintendent	10	251	1923
PRYOR, 4-year; Dan Baker, superintendent	10	241	1924
RAMONA, 4-year; R. S. Davis, superintendent	7	145	1919
SAND SPRINGS, 4-year; M. M. Black, principal	16	571	1923
SAPULPA, 4-year; E. O. Shaw, superintendent	22	657	1912
SAYRE, 4-year; R. H. Emans, superintendent	9	219	1929
SEMINOLE, 4-year; O. D. Johns, principal	19	670	1932
SHAWNEE, 3-year; Jas. M. Burton, principal	30	1026	1916
SHIDLER, 4-year; M. D. Nelson, superintendent	6	129	1927
SKIATOOK, 4-year; Wilton D. Johnson, superintendent	7	164	1923
STILLWATER, 3-year; W. W. McCollom, principal	16	440	1922
TAHLEQUAH William C. Bagley, 4-year; Vaud A. Travis, director	7	233	1930
TIPTON, 4-year; Asa M. Mayfield, superintendent	7	236	1932
TONKAWA:			
Tonkawa, 4-year; Ellis F. Nantz, superintendent	11	290	1928
University Preparatory, 4-year; R. R. Robinson, president	11	112	1930
TULSA:			
Central, 3-year; Eli Foster, principal	122	4333	1911
Clinton, 4-year; D. M. Foster, principal	15	425	1933
Booker T. Washington, 3-year; E. W. Woods, principal	18	500	1927
Cascia Hall, 4-year; F. A. Driscoll, superintendent	6	77	1934
Conway-Broun, 4-year; Mrs. Kate C. Fulghum, superintendent	5	14	1928
VINITA, 4-year; H. C. DeMunbrun, superintendent	9	272	1913
WAGONER, 4-year; James L. Prince, superintendent	9	225	1927
WALTERS, 4-year; A. L. Hunt, superintendent	9	292	1925
WEBB CITY, 4-year; M. B. Nelson, superintendent	8	181	1927
WEWOKA, 4-year; James R. Frazier, principal	15	479	1928
WILSON, 4-year; J. H. Martin, superintendent	13	256	1925
WOODWARD, 4-year; E. H. Homberger, superintendent	13	326	1918
WYNONA, 4-year; R. B. Johnson, superintendent	6	111	1925
YUKON, 4-year; Ralph A. Myers, superintendent	9	203	1924

Name and Location, Type of School, and Officer in Charge	Accredited		
	Teachers	Pupils	Since
SOUTH DAKOTA			
ABERDEEN Central, 4-year; R. R. Deimer, principal	53	1249	1907
ARLINGTON, 4-year; K. O. Bennett, superintendent	7	169	1930
ARMOUR, 4-year; John Bullock, superintendent	5	83	1919
AVON, 4-year; D. C. Mackintosh, superintendent	4	99	1928
BELLE FOURCHE, 4-year; V. L. Cadwell, principal	11	274	1916
BERESFORD, 4-year; M. H. Hogen, superintendent	11	264	1932
BRITTON, 4-year; Hugh W. Sweet, superintendent	8	155	1928
BROOKINGS, 4-year; J. E. Martin, superintendent	17	452	1907
BRYANT, 4-year; R. E. Halseth, superintendent	5	102	1922
CANISTOTA, 4-year; P. E. Tyrrell, superintendent	5	82	1920
CANTON, 4-year; C. C. Jacobson, superintendent	11	299	1912
CENTERVILLE, 4-year; F. A. Strand, superintendent	8	181	1920
CHESTER, 4-year; S. F. Delker, superintendent	5	70	1925
CLARK, 4-year; Edward F. Voss, superintendent	9	196	1915
COLOME, 4-year; F. W. Kreizenbeck, superintendent	6	178	1931
CUSTER, 4-year; M. E. Lindsey, superintendent	7	165	1926
DEADWOOD, 4-year; H. S. Berger, superintendent	11	219	1914
DE SMET, 4-year; Lydia Holm, superintendent	5	127	1931
DOLAND, 4-year; Guy W. Cook, superintendent	6	132	1923
EGAN, 4-year; Herman Mikkelsen, superintendent	7	114	1925
ELK POINT, 4-year; Jonas Leyman, superintendent	9	182	1918
FAITH, 4-year; Paul W. Eggert, superintendent	5	115	1923
FAULKTON, 4-year; W. Marvin Kemp, superintendent	6	136	1933
FLANDREAU, 4-year; A. E. Mead, superintendent	8	244	1917
GREGORY, 4-year; Quincy L. Wright, superintendent	8	216	1921
GROTON, 4-year; R. L. Snyder, superintendent	7	196	1916
HIGHMORE, 4-year; Merton L. Reynolds, principal	7	157	1927
HOT SPRINGS, 4-year; Harry R. Woodward, superintendent	11	252	1927
HOWARD, 4-year; B. B. Shaw, superintendent	7	141	1925
HURON Senior, 4-year; O. D. Dunbar, principal	20	544	1909
IPSWICH, 4-year; R. M. Walseth, superintendent	7	171	1924
KIMBALL, 4-year; R. H. Bunt, superintendent	6	139	1928
LAKE PRESTON, 4-year; A. A. Coulson, superintendent	5	120	1929
LEAD, 4-year; C. C. Curran, principal	25	572	1905
LEMMON, 4-year; L. W. Bullard, superintendent	11	250	1933
LENNOX, 4-year; M. L. McCoy, superintendent	6	128	1926
MADISON Central, 4-year; R. L. Hunt, superintendent	14	326	1910
MILBANK, 4-year; W. C. Rabe, superintendent	12	314	1915
MILLER, 4-year; J. Howard Kramer, superintendent	6	193	1914
MITCHELL Senior, 4-year; L. M. Fort, principal	20	507	1906
MOBRIDGE, 4-year; J. V. Yaukey, principal	11	258	1922
MONTROSE, 4-year; Geo. R. Donahue, superintendent	4	81	1924
ONIDA, 4-year; Elgie B. Coacher, superintendent	5	105	1926
PARKER, 4-year; Ina B. Olson, principal	6	122	1929
PIERRE, 4-year; R. E. Rawlings, superintendent	14	286	1909
PLATTE, 4-year; E. A. Trevor, superintendent	6	122	1927
RAPID CITY, 4-year; C. E. Haskins, principal	33	961	1911
REDFIELD, 4-year; R. W. Gibson, superintendent	12	304	1910
SALEM, 4-year; Frank S. Wagener, superintendent	7	120	1926
SCOTLAND, 4-year; D. F. Henderson, principal	7	141	1931
SIOUX FALLS:			
Washington, 4-year; W. I. Early, principal	61	1762	1906
All Saints, 4-year; Evangeline Lewis, principal	6	30	1921
Cathedral, 4-year; Sister Rose Catherine, principal	12	291	1928
SISSETON, 4-year; O. K. Throllehaug, superintendent	10	218	1923

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
SPEARFISH, 4-year; W. F. Sloan, superintendent	9	275	1928
SPENCER, 4-year; D. S. Domer, superintendent	6	92	1926
STURGIS, 4-year; William J. Brown, principal	10	248	1928
TYNDALL, 4-year; M. C. Muilenburg, superintendent	9	162	1919
VERMILLION:			
Vermillion, 4-year; H. W. Hartman, superintendent	14	206	1907
University, 4-year; H. S. Morgan, principal	14	92	1920
VIBORG, 4-year; J. W. Jones, superintendent	5	109	1926
VOLGA, 4-year; R. M. Eidsmoe, superintendent	5	133	1926
WAGNER, 4-year; Myrtle O. Swanson, principal	8	159	1926
WAKONDA, 4-year; Frank Forchtnr, superintendent	6	130	1925
WATERTOWN, 4-year; Dwight D. Miller, principal	23	550	1906
WAUBAY, 4-year; Frank Gellerman, superintendent	5	113	1933
WEBSTER, 4-year; R. J. Falck, principal	10	233	1907
WESSINGTON, 4-year; T. L. Clark, superintendent	5	121	1926
WESSINGTON SPRINGS, 4-year; Barrett Lowe, superintendent	9	235	1925
WILMOT, 4-year; Clayton Schmidt, superintendent	4	111	1926
WINNER, 4-year; Vivian D. Corey, principal	11	320	1922
WOLSEY, 4-year; F. V. Wardman, superintendent	5	92	1925
YANKTON, 4-year; R. E. Nichol, principal	24	513	1905
WEST VIRGINIA			
BARRACKVILLE, 4-year; Otis H. Milam, principal	6	131	1931
BECKLEY Woodrow Wilson, 3-year; C. G. Peregoy, principal	28.5	733	1927
BENWOOD Union, 4-year; Paul A. Palmer, principal	17.3	516	1931
BLUEFIELD:			
Beaver, 3-year; C. W. Jackson, principal	31	803	1928
Genoa (Col.), 6-year; A. E. Bolling, Principal	15	417	1931
BRANCHLAND Guyan Valley, 4-year; W. B. Van Horn, principal	9.4	226	1934
BRAMWELL, 3-year; A. A. Allison, principal	4	56	1931
BRIDGEPORT, 3-year; J. H. Wood, principal	6.4	133	1928
BUCKHANNON Buckhannon-Upshur, 4-year; Ross Bonar and B. A. Hall, co-principals	20.5	623	1928
BURNSVILLE, 4-year; Walter L. Moore, principal	6.6	144	1930
CAIRO, 4-year; G. D. Ramsey, principal	8	179	1932
CHARLESTON:			
Charleston, 3-year; Virgil L. Flinn, principal	60	1737	1926
Garnet (Col), 3-year; J. F. J. Clark, principal	12.8	274	1930
CHARLES TOWN, 4-year; D. P. Hurley, principal	7.6	205	1931
CLARKSBURG:			
Kelly Miller, 6-year; C. B. Saunders, principal	7	168	1935
Roosevelt-Wilson, 3-year; W. O. Stalnaker, principal	11	274	1928
Victory, 3-year; Henry L. Ash, principal	17.5	477	1926
Washington-Irving, 4-year; Orie McConkey, principal	43	1194	1926
CLENDENIN, 3-year; J. Stewart Ervin, principal	7.4	197	1926
EAST BANK, 3-year; Dana R. Ervin, principal	19.5	621	1926
ELKHORN (Col.), 4-year; Ulysses H. Prunty, principal	4.4	89	1931
ELKINS, 4-year; K. S. McKee, principal	24.4	731	1926
ELKVIEW, 3-year; L. C. Fauss, principal	8	225	1927
FAIRMONT:			
Fairmont, 3-year; W. E. Buckey, principal	25	716	1926
East Fairmont, 4-year; W. C. Whaley, principal	24.8	788	1926
FAIRVIEW, 4-year; Newton G. Michael, principal	10	235	1926
FARMINGTON, 3-year; J. C. Cotrel, principal	14	182	1930
FAYETTEVILLE, 4-year; John H. Toler, principal	9	247	1927
FOLLANSBEE, 6-year; W. C. Hood, principal	29	850	1927

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
GARY, 4-year; H. L. Duncan, principal	14.2	418	1926
GRAFTON, 4-year; Torlock Rasmussen, principal	23	772	1926
GRANTSVILLE Calhoun County, 4-year; Glen S. Callaghan, principal	15.8	415	1933
GREENBANK, 4-year; John O. Roach, principal	10.5	248	1928
HARRISVILLE, 4-year; E. J. Culp, principal	14.6	307	1928
HINTON, 4-year; Rankin Boone, principal	18.2	508	1931
HUNDRED, 4-year; R. W. Turner, principal	8	194	1926
HUNTINGTON:			
Huntington, 3-year; E. Q. Swann, principal	69	2178	1926
Douglass (Col.), 4-year; H. D. Hazelwood, principal	6.6	190	1927
INSTITUTE W. Va. State College (Col.), 4-year; Lawrence V. Jordan, principal	5.7	56	1927
KENOVA:			
Ceredo-Kenova, 3-year; Maxwellton Wright, principal	9	241	1927
Buffalo ¹ ; Route 1, 6-year; J. H. Bolling, principal	12	330	1931
KEYSER, 3-year; A. G. Springer, principal	12.5	397	1928
KIMBALL (Col.), 4-year; Edward H. Goin, principal	12.8	230	1926
LEGO Stoco, 4-year; Fay Harper, principal	7.6	253	1933
LEWISBURG Greenbrier Military School, 4-year; H. B. Moore, principal	13	185	1928
LITTLETON, 4-year; Ira R. Glover, principal	6	92	1935
LOGAN:			
Logan, 3-year; E. R. Browning, principal	21.5	644	1930
Aracoma (Col.), 4-year; B. H. Hull, principal	8	194	1933
LOOKOUT, 4-year; Dan H. Perdue, principal	8.5	273	1934
LOST CREEK, 6-year; Russell R. Stout, principal	8	215	1926
LUMBERPORT, 3-year; Chester W. Martin, principal	6	144	1933
MAN Triadelphia, 3-year; Irving Rigdon, principal	7	149	1930
MARLINTON, 5-year; G. D. McNeil, principal	9.8	255	1927
MARTINSBURG, 4-year; E. W. Miller, principal	25	755	1929
MASONTOWN, 6-year; O. B. Bond, principal	10.4	280	1930
MATEWAN Magnolia, 3-year; Carl F. Montgomery, principal	9	223	1929
MATOAKA, 3-year; J. S. Bobbitt, principal	5.6	140	1926
MIDDLEBOURNE Tyler County, 4-year; S. R. Wood, principal	12.5	311	1926
MONONGAH West Monongah, 4-year; Harold D. Fleming, principal	11	277	1931
MONTGOMERY:			
Montgomery, 4-year; F. C. Cavendish, principal	15	385	1928
Simmons (Col.), 4-year; G. W. Whiting, principal	5.8	129	1932
MORGANTOWN, 4-year; Arthur V. G. Upton, principal	51	1412	1926
MOUNDSVILLE, 4-year; J. H. Lambert, principal	30	884	1926
MOUNT HOPE, 4-year; E. W. Dunkley, principal	13.5	291	1928
MULLENS, 3-year; John D. Farmer, principal	17	178	1929
NEWBURG, 4-year; Fred C. Conley, principal	5	114	1926
NEW MARTINSVILLE Magnolia, 4-year; J. H. Gorby, principal	16	457	1929
OAK HILL, 4-year; G. B. Bobbitt, principal	18.5	517	1933
PARKERSBURG, 6-year; E. E. Church, principal	43.4	1326	1926
PARSONS, 4-year; Jesse E. Riley, principal	13.5	300	1929
PENNSBORO, 4-year; C. R. Sullivan, principal	12.6	251	1927
PHILIPPI, 4-year; J. H. Carpenter, principal	11.7	409	1927
PINE GROVE, 4-year; C. D. Snodgrass, principal	7.4	167	1926
PINEVILLE, 4-year; Harry W. Cooke, principal	6.5	92	1932
POINT PLEASANT, 4-year; Peter H. Steenbergen, principal	11.3	382	1926
PRINCETON, 4-year; Thomas R. Egbert, principal	22	625	1927
RAVENSWOOD, 4-year; B. E. Kimble, principal	6	160	1934
RENICK, 4-year; R. N. Fasick, principal	3.6	86	1923
RICHWOOD, 3-year; D. E. Dean, principal	12.5	284	1927

¹ Prior to 1935 listed as Ceredo District.

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
ROMNEY, 4-year; A. Clinton Loy, principal	9.2	245	1931
RONCEVERTE Greenbrier, 4-year; D. F. Arnett, principal	9	237	1932
SAINT ALBANS, 4-year; Bassell E. Liggett, principal	12.4	377	1928
SAINT MARYS, 4-year; C. L. McMahan, principal *	12.6	317	1928
SALEM, 4-year; C. A. Tesch, principal	12	197	1927
SHINNSTON, 4-year; Clyde R. McCarty, principal	12.6	386	1927
SISTERSVILLE, 4-year; A. J. Stathers, principal	11.2	386	1927
SMITHFIELD, 6-year; A. H. Anderson, principal	6.2	134	1933
SOUTH CHARLESTON, 4-year; Robert L. Bryan, principal	24	513	1935
SPENCER, 4-year; J. G. Auville, principal	23	695	1926
STOTESBURY Mark Twain, 6-year; W. J. B. Cormany, principal	10	322	1930
SUMMERSVILLE Nicholas County, 6-year; H. D. Groves, principal	15	372	1928
SUTTON, 4-year; C. N. Hill, principal	13	248	1935
SWITCHBACK Elkhorn, 4-year; Edward W. Richardson, principal	7.4	205	1928
THOMAS, 4-year; J. H. Patterson, principal	11.4	334	1926
WALLACE, 4-year; M. T. Hill, principal	5	77	1935
WAR Big Creek, 3-year; George W. Bryson, principal	12.6	306	1932
WAYNE COUNTY Wayne, 4-year; Norton E. Plymale, principal	16	464	1928
WEIRTON Weir, 4-year; R. L. Custer, principal	23.5	726	1926
WELCH, 3-year; G. M. Hollandsworth, principal	15.6	443	1926
WELLSBURG, 4-year; C. F. Walker, principal	17	478	1929
WEST MILFORD Unidis, 6-year; E. L. Marcrum, principal	9.7	213	1933
WESTON, 4-year; Fred P. Weihl, principal	25	596	1928
WHEELING:			
Warwood, 4-year; Levering Bonar, principal	14	307	1927
Triadelphia, 4-year; P. E. King, principal	31.8	857	1926
Wheeling, 4-year; I. E. Ewing, principal	52.6	1241	1927
WHITE SULPHUR SPRINGS White Sulphur, 4-year; Florence Smith, principal	6	163	1931
WILLIAMSON, 3-year; H. M. Williamson, principal	9.5	314	1928
WILLIAMSTOWN, 4-year; E. S. Shannon, principal	9.6	172	1930
WISCONSIN			
ANTIGO, 6-year; James Luther, principal	29.3	876	1908
APPLETON, 3-year; H. H. Helble, principal	38	1131	1904
ASHLAND, 4-year; G. A. Bassford, principal	29.5	789	1908
BARABOO, 4-year; A. C. Kingsford, superintendent	19	506	1908
BEAVER DAM:			
Beaver Dam, 6-year; H. C. Ahrensbrak, principal	27	797	1908
Wayland Academy, 4-year; Stanley C. Ross, principal	7	50	1904
BELOIT, 4-year; J. H. McNeel, principal	33	943	1904
BERLIN, 4-year; C. D. Lambertson, superintendent	13	357	1908
BRODHEAD, 4-year; C. T. Pfisterer, superintendent	7	163	1926
BURLINGTON, 4-year; F. L. Witter, superintendent	14	321	1908
CHILTON, 4-year; G. M. Morrissey, principal	9.7	277	1917
CHIPPEWA FALLS, 3-year; H. M. Lyon, principal	16.2	489	1908
CLINTON, 4-year; E. D. Denison, principal	5.3	100	1932
COLUMBUS, 4-year; E. G. Wippermann, superintendent	12	254	1908
CUDAHY, 4-year; J. R. Brandsmark, superintendent	26	551	1934
DELAFIELD St. John's Military Academy, 6-year; H. H. Holt, dean	12	209	1908
DELAVAN, 4-year; E. G. Lange, superintendent	10	262	1909
DE PERE, 4-year; T. J. McGlynn, principal	10	216	1931
DODGEVILLE, 4-year; M. A. Fischer, principal	8.5	225	1923
DURAND, 4-year; W. E. Gordon, superintendent	9	169	1918
EAU CLAIRE, 4-year; S. G. Davey, principal	57	1704	1904
EDGERTON, 4-year; R. A. Klaus, principal	11.6	354	1912

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
ELKHORN, 4-year; Charles Jahr, principal	11	246	1908
ELROY, 4-year; L. C. Banker, principal	6	162	1914
EVANSVILLE, 4-year; John McKenna, superintendent	10.4	242	1909
FLORENCE, 4-year; C. E. Field, principal	4	127	1918
FOND DU LAC, 3-year; H. H. Theisen, principal	45	1308	1904
FORT ATKINSON, 4-year; F. C. Bray, superintendent	16.3	386	1924
GREEN BAY:			
East, 4-year; S. M. Current, principal	42.8	1309	1922
West, 3-year; C. F. Cole, principal	27.1	714	1911
HARTFORD, 4-year; R. E. Brasure, principal	14	373	1907
HURLEY, 4-year; J. E. Murphy, superintendent	17.6	483	1915
JANESVILLE, 4-year; V. E. Klontz, principal	43.4	1212	1908
JEFFERSON, 4-year; R. S. Smith, superintendent	11	227	1917
KAUKAUNA, 4-year; J. F. Cavanaugh, superintendent	17.5	483	1908
KENOSHA, 3-year; G. N. Tremper, principal	73	2018	1908
Kewaunee, 4-year; R. H. Licking, principal	11.3	318	1918
KOHLER, 6-year; L. W. Conger, principal	5.6	119	1932
LA CROSSE:			
Central, 6-year; G. Scott, principal	40.7	1319	1908
Logan, 6-year; D. E. Field, principal	28.1	899	1929
Aquinas, 4-year; Rev. H. A. Lauther, principal	23	534	1931
St. Rose Convent, 4-year; Franciscan Sisters	7	68	1925
LADYSMITH, 4-year; M. Lewis, superintendent	13.8	428	1918
LAKE GENEVA:			
Geneva, 4-year; C. R. Hodge, superintendent	10	296	1911
Northwestern Military and Naval Academy; 5-year; R. P. Davidson, superintendent	7.4	80	1908
LAKE MILLS, 4-year; P. H. Falk, superintendent	10.1	197	1917
LANCASTER, 4-year; L. M. Emans, superintendent	11.3	241	1908
MADISON:			
Central, 6-year; L. A. Waehler, principal	34.2	720	1908
East, 3-year; F. S. Randle, principal	40.7	1030	1923
West, 3-year; V. E. Barnes, principal	30.9	807	1931
Wisconsin, 6-year; H. H. Ryan, principal	12.9	306	1908
MANITOWOC, 4-year; C. G. Stangel, principal	41	1258	1918
MARINETTE:			
Marinette, 6-year; S. S. McNelly, principal	41.6	1131	1900
Our Lady of Lourdes, 4-year; Rev. J. McGinley, superintendent	5.8	162	1933
MARSHFIELD, 3-year; R. F. Lewis, superintendent	15.5	505	1908
MAUSTON, 4-year; T. E. Lewis, superintendent	10	253	1923
MAYVILLE, 6-year; O. E. Buth, superintendent	11.6	302	1930
MEDFORD, 4-year; T. H. Boebel, principal	14.6	465	1908
MENASHA:			
Menasha, 4-year; Frank B. Younger, superintendent	17.8	416	1908
St. Mary's, 4-year; Rev. J. Becker, principal	8	226	1932
MENOMINEE, 6-year; Mildred Schneider, principal	19	576	1908
MILTON Union, 4-year; C. H. Dorr, principal	8	215	1930
MILWAUKEE:			
Bay View, 4-year; G. A. Frische, principal	81	2356	1919
Boys' Technical, 4-year; T. G. Brown, principal	74.6	1978	1927
Custer, 6-year; H. Weingartner, principal	32	901	1932
Lincoln, 4-year; O. G. Gilbert, principal	52.4	1506	1924
North Division, 4-year; F. W. Werner, principal	82.2	2318	1908
Riverside, 4-year; G. Chamberlain, principal	71	2111	1904
Shorewood, 6-year; Grant Rahn, principal	48.4	1219	1927
Solomon Juneau, 6-year; W. A. Kastner, principal	33.7	1007	1934

Name and Location, Type of School, and Officer in Charge	Accredited		
	Teachers	Pupils	Since
South Division, 4-year; H. E. Coblenz, principal	81	2383	1904
Washington, 3-year; G. J. Balzer, principal	88	2432	1915
West Division, 4-year; A. C. Shong, principal	67.6	1968	1904
Country Day School, 5-year; A. G. Santer, principal	10	102	1923
Milwaukee-Downer Seminary, 4-year; Anna Raymond, principal	10.1	139	1904
Marquette University, 4-year; Rev. T. Finnegan, principal	24	408	1927
Messmer, 4-year; Rev. E. G. Goebel, principal	33.7	1025	1931
St. John Cathedral, 4-year; Sr. M. Andre, principal	14	392	1934
St. Mary's Academy, 4-year; Sr. M. Esther, principal	10.2	285	1929
University School, 6-year; Raymond Moore, principal	13	136	1930
Vocational School, 4-year; W. F. Rasche, principal	73.1	1817	1933
MINERAL POINT, 4-year; D. M. Morgan, superintendent	9.8	245	1914
MONDOVI, 4-year; C. L. Dodge, superintendent	7.3	182	1915
MONROE, 3-year; E. O. Evans, superintendent	12.5	343	1908
MT. HOREB, 4-year; H. J. Powell, principal	10	230	1929
NEENAH, 4-year; C. F. Hedges, superintendent	25	634	1908
NEW LONDON, 4-year; Harold Helms, superintendent	15.8	471	1912
OCONOMOWOC, 4-year; W. C. Krueger, superintendent	22.3	572	1908
OCONTO, 4-year; L. W. Fulton, superintendent	15	426	1908
OSHKOSH, 4-year; S. D. Fell, principal	70	1874	1904
PARK FALLS, 4-year; W. R. Bruce, superintendent	12	299	1930
PLATTEVILLE, 4-year; R. E. Balliet, superintendent	17.4	394	1912
PLYMOUTH:			
Plymouth, 4-year; W. B. Senty, superintendent	16.5	477	1905
Mission House Academy, 4-year; E. Traeger, principal	4.2	26	1928
PORTAGE, 4-year; A. J. Henkel, superintendent	18.6	574	1907
PORT WASHINGTON, 4-year; W. R. Dunwiddie, superintendent	12.5	355	1914
PRAIRIE DU CHIEN:			
Prairie du Chien, 4-year; B. A. Kennedy, principal	11.5	222	1918
Campion Jesuit, 4-year; J. C. Friedl, principal	21.6	305	1919
St. Mary's Academy, 4-year; Sr. M. Eugene, principal	10.2	82	1934
RACINE:			
Washington Park, 3-year; W. F. Hood, principal	49	1457	1908
Wm. Horlick, 3-year; D. W. Miller, principal	32.5	943	1929
REEDSBURG, 4-year; F. W. Smith, principal	19	424	1908
RHINELANDER, 4-year; W. F. Kruschke, superintendent	22.6	677	1908
RICE LAKE, 4-year; Cora I. Coxshall, principal	18	492	1924
RICHLAND CENTER, 4-year; L. O. Tetzlaff, principal	18	672	1912
RIPON, 6-year; B. J. Rock, superintendent	15.2	436	1908
RIVER FALLS, 3-year; H. C. Mason, superintendent	9.3	252	1905
SHEBOYGAN, 4-year; Wm. Urban, principal	62	1946	1906
SHEBOYGAN FALLS, 6-year; F. F. Finner, superintendent	10.5	337	1931
SHOREWOOD (See Milwaukee)			
SINSINAWA St. Clara Academy, 4-year; Sr. M. Paschala, principal	7	88	1912
SOUTH MILWAUKEE, 6-year; Geo. M. O'Brien, principal	33.4	872	1908
SPARTA, 3-year; N. Gunderson, superintendent	17	547	1912
STANLEY, 4-year; C. W. Dodge, superintendent	10.6	325	1912
STEVENS POINT:			
Stevens Point, 4-year; J. F. Kraus, principal	36	1160	1908
St. Joseph's Academy, 4-year; Sr. Mary Alexia, principal	7.4	80	1931
STOUTON, 4-year; Earl W. Welch, principal	19.5	495	1907
STURGEON BAY, 4-year; J. A. VanNatta, principal	16.5	487	1904
SUPERIOR:			
Central, 3-year; C. G. Wade, principal	40.6	1402	1904
East, 3-year; A. T. Conrad, principal	13.1	404	1904

Name and Location, Type of School, and Officer in Charge	Teachers	Pupils	Accredited Since
Cathedral, 4-year; Sr. M. Josina, principal	10.3	201	1933
TOMAH, 4-year; E. J. McKean, superintendent	16.6	496	1923
TWO RIVERS, 6-year; L. B. Clarke, principal	25	762	1923
VIROQUA, 3-year; B. L. Greenfield, superintendent	9.5	300	1916
WATERTOWN, 6-year; E. Hinterberg, principal	13	448	1914
WAUKESHA, 6-year; J. E. Worthington, principal	30.3	904	1904
WAUPACA, 4-year; G. E. Watson, superintendent	12.5	293	1923
WAUPUN, 4-year; H. C. Wegner, superintendent	9	256	1912
WAUSAU, 3-year; I. C. Painter, principal	34	1044	1904
WAUWATOSA, 3-year; I. L. Swancutt, principal	35	930	1906
WEST ALLIS, 5-year; R. O. West, principal	51	1304	1910
WEST BEND, 4-year; D. E. McLane, principal	20.6	537	1928
WEST DE PERE:			
West de Pere, 4-year; J. B. Layde, superintendent	8.6	251	1926
St. Norbert College High School, 4-year; Rev. R. Wagner, principal	15	155	1934
WEST MILWAUKEE, 4-year; M. Barkley, principal	17.9	533	1933
WHITEFISH BAY, 4-year; R. K. Healy, principal	19	458	1934
WHITEWATER:			
Whitewater, 4-year; A. R. Page, superintendent	11	263	1908
College High School, 4-year; W. R. Roseman, director	7.6	122	1934
WISCONSIN DELLS, 4-year; M. H. Spicer, superintendent	8	185	1933
WISCONSIN RAPIDS, 4-year; A. A. Ritchay, principal	26.5	808	1900
WYOMING			
BASIN, 4-year; O. Wright, superintendent	4.7	114	1922
BUFFALO Johnson County, 4-year; J. R. Strother, principal	8.9	254	1918
CASPER Natrona County, 4-year; R. S. Hicks, principal	44.2	1335	1915
CHEYENNE Senior, 3-year; J. L. Goins, principal	23	782	1912
CODY, 4-year; R. E. Robertson, superintendent	8.0	191	1930
COKEVILLE, 6-year; L. L. Bender, superintendent	5	123	1927
DOUGLAS Converse County, 4-year; Raymond White, principal	9.5	255	1923
EVANSTON, 4-year; F. E. Shaw, superintendent	10.1	323	1918
GILLETTE Campbell County, 4-year; N. D. Morgan, superintendent	11.5	375	1933
GLENROCK Glenrock-Parkerton, 4-year; M. D. Stigall, superintendent	4.5	102	1924
GREEN RIVER, 6-year; R. H. McIntosh, superintendent	7	159	1926
GREYBULL, 4-year; E. T. Ferry, superintendent	6.5	191	1921
KEMMERER Senior, 3-year; S. M. Boucher, principal	9.9	207	1921
LANDER Fremont County Vocational, 4-year; A. H. Dolph, principal	12	280	1921
LARAMIE:			
Laramie, 6-year; J. E. Thayer, principal	32.5	830	1913
Secondary Training School, 6-year; L. R. Kilzer, principal	6.5	114	1917
LOVELL, 4-year; G. V. Cutler, superintendent	7.5	222	1927
MIDWEST, 4-year; James Bond, superintendent	11.7	253	1927
NEWCASTLE, 4-year; O. C. Kerney, superintendent	8.2	218	1927
POWELL, 6-year; P. C. Fawley, superintendent	12	302	1921
RAWLINS, 4-year; H. H. Moyer, principal	11.2	307	1919
RIVERTON, 6-year; G. S. Smyth, superintendent	8	288	1924
ROCK SPRINGS, 4-year; K. F. Winchell, principal	24	611	1916
SHERIDAN, 4-year; R. W. Skinner, principal	29.3	930	1912
SUNRISE, 6-year; C. E. Coffey, superintendent	5	64	1928
SUPERIOR, 6-year; B. L. Dodds, principal	12	265	1932
THERMOPOLIS Hot Springs County, 4-year; R. L. Markley, superintendent	10	266	1924
TORRINGTON, 4-year; C. D. Carter, superintendent	13	318	1924
WHEATLAND, 4-year; L. J. Belt, superintendent	12	305	1919
WORLAND Washakie County, 4-year; M. A. Miller, superintendent	7.5	210	1922

Cooperative study of secondary school standards committee

*High schools - Standards
x Secondary school sta
xx Standards*

✓ PROGRESS REPORT OF THE COMMITTEE ON STUDY AND
REVISION OF STANDARDS OF THE COMMISSION
ON SECONDARY SCHOOLS ✓

GEORGE E. CARROTHERS
University of Michigan

IN 1933 the Commission on Secondary Schools voted that the Chairmen of the various State Committees should be considered as ex-officio members of a committee to propose and organize a plan for the study and revision of standards. The Association approved the vote, appropriated \$1,000 as an initial sum for use in starting the study in North Central territory, and authorized the Chairman of the Commission on Secondary Schools to select an executive committee. Five of the twenty State Chairmen were chosen as a committee to proceed with the study and to account for the use of the funds. The five men were: George E. Carrothers, Michigan, Chairman; Carl G. F. Franzen, Indiana; J. T. Giles, Wisconsin; M. R. Owens, Arkansas; and A. A. Reed, Nebraska. The committee began its work at once.

The first meeting of the committee was called for July 3. Before the end of the day's meeting it was agreed that a cooperative effort on the part of all six regional associations, covering the entire United States, should be undertaken. In accord with the opinion Commissioner Zook was asked to call a meeting of representatives of all the regional associations. As a result, representatives of the six associations met August 18 and 19, 1933 in the Office of Education, Washington, D.C. The General Committee finally came to be made up as follows:

New England Association

1. HOWARD CONANT, Prin., Holyoke High School, Holyoke, Mass.

2. JESSE B. DAVIS,* School of Education, Boston University
3. ARTHUR W. LOWE, Prin., Portland High School, Portland, Me.

Middle States Association

1. E. D. GRIZZELL,* Professor of Education, University of Pennsylvania, Philadelphia
2. RICHARD M. GUMMERE,* Headmaster, Wm. Penn Charter School, Philadelphia
3. WM. M. LEWIS, President, Lafayette College, Easton, Pa.
4. GEORGE WM. McCLELLAND, University of Pennsylvania, Philadelphia
5. WM. A. WETZEL, Principal, Trenton High School, Trenton, N.J.

Southern States Association

1. J. HENRY HIGHSMITH,* Director, Division of Instructional Service, State Department of Education, Raleigh, N.C.
2. JOSEPH ROEMER,* Director of Instruction in Junior College and Demonstration, School, Nashville, Tennessee
3. W. R. SMITHEY, Professor of Secondary Education, University of Virginia, Charlottesville, Virginia
4. S. B. TINSLEY, Principal, Girls' High School, Louisville, Kentucky
5. C. R. WILCOX, President, Darlington School, Rome, Georgia

North Central Association

1. GEORGE E. CARROTHERS,* University of Michigan, Ann Arbor
2. CARL G. F. FRANZEN, Indiana University, Bloomington
3. J. T. GILES,* State Department, Madison, Wisconsin
4. M. R. OWENS, State Department, Little Rock, Arkansas
5. A. A. REED, President, University of Nebraska, Lincoln

Northwest Association

1. HENRY M. HART,* President, Northwest Association, Spokane, Washington

* Member of Executive Committee.

2. M. P. MOE, Montana Education Association, 7 Kohrs Block, Helena, Montana

Western Association

1. WM. M. PROCTOR,* Chairman, Commission on Secondary Schools, Western Association, Stanford University, Stanford University, California

Advisory Members

1. E. J. ASHBAUGH, Dean, School of Education, Miami University, Oxford, Ohio
2. D. H. GARDNER, Dean of Men, University of Akron, Akron, Ohio
3. CARL A. JESSEN, Office of Education, Washington, D.C.
4. GEORGE F. ZOOK, Federal Commissioner of Education, Washington, D.C.

In accord with Dr. Zook's suggestion, the necessary officers, an Executive Committee and an Administrative Committee were elected. Carl A. Jessen was elected Secretary, E. D. Grizzell was elected Chairman of the Executive Committee, and George E. Carrothers, Chairman of the General Committee. Joseph Roemer was chosen as the third member to work with the two chairmen as the administrative Committee.

The following summary of items gives a brief account of activities to date and will indicate that the work is being pushed forward as rapidly as possible.

MEETINGS OF GENERAL, EXECUTIVE, AND ADMINISTRATIVE COMMITTEES

1. July 3, 1933, Chicago, Illinois. Preliminary meeting of representatives of North Central, Southern and Middle States Associations, and Dr. Zook, then Commissioner-elect. Decision to call conference of representatives of all six regional associations.

2. August 18-19, 1933, Washington, D.C. General conference. Organization and statement of proposals for a nation-wide study of standards and accrediting procedures.

3. November 4-5, 1933, Cincinnati, Ohio. Meeting of Executive Committee. Planning of general study program.

4. February 26, 1934, Cleveland, Ohio. Meeting of General Committee. Report on progress of study.

5. April 9, 1934, New York City. Conference of Administrative Committee and Dr.

Zook with General Education Board. Administrative Committee meeting to plan further activities.

6. June 29-30, 1934, Washington, D.C. Meeting of Executive Committee, representing all six regional associations for determining areas in which standards or guiding principles should be formulated.

7. August 28, 1934, Cincinnati, Ohio. Meeting of Administrative Committee to consider reports on survey of literature. Plans were made for inviting collaborators for the preparation of abstracts.

8. Throughout the years 1933 and 1934 routine conferences of Carrothers, Grizzell, Jessen, Roemer and Zook held at various times.

9. February 23, 24 and 25, 1935, Atlantic City. Meetings of the several committees.

10. February 27, 1935. Meeting of the Administrative Committee with a representative of the General Education Board.

In April 1934, the Executive Committee of the North Central Association appropriated \$2,500 to help defray the expenses of the Committees. Other regional associations appropriated such funds as they could, and all resources were pooled. Thus far approximately \$8,500 have been spent—\$3,500 from the North Central Association and \$5,000 from the other associations. Application was also made to the General Education Board for an additional sum of money sufficiently large to carry on the work for a period of three years. It is gratifying to report that this Board has recently appropriated \$25,000 for this purpose, the amount to be available for the year 1935-36.

Representatives of each regional association have become actively interested in the work, and each one has assisted in so far as possible. In addition to these men there have been fifteen to eighteen others, especially deans of schools of education and professors of secondary education scattered from Maine to California, who have assisted in collecting and abstracting materials and preparing digests for

use of the committee. Special mention should be made of the help rendered by:

JOHN RUFİ and WILLIAM W. CARPENTER, University of Missouri

E. D. GRIZZELL and ARTHUR J. JONES, University of Pennsylvania

L. V. KOOS, ARTHUR K. LOOMIS, and L. R. WILSON, University of Chicago

A. B. MEREDITH, New York University

G. N. KEFAUVER and WM. M. PROCTOR, Stanford University

F. T. SPAULDING, Harvard University

C. G. F. FRANZEN, Indiana University

T. C. HOLY, Ohio State University

GEORGE A. RICE, University of California

HARL R. DOUGLASS and CHARLES W. BOARDMAN, University of Minnesota

JOSEPH ROEMER, Peabody College

ROY O. BILLET, Boston University

The Committee is now in the midst of completing, organizing and coordinating the abstracts and in preparing general statements or criteria for each of the following secondary-school areas which have been chosen for study:

1. Educational Purpose

2. Educational Program and Direction of Learning
3. Staff
4. Guidance and Related Service
5. Library
6. School Plant
7. General Finance
8. General Administration
9. Articulation
10. Institutional Study and School Improvement
11. Outside Relationships
12. Evaluation of Educational Outcomes

This work will require the next several months for completion. At the conclusion of this stage, it will be necessary to have a series of conferences of both general and executive committees to which will be invited leading educators, philosophers and specialists to advise and criticize the statements which ultimately become the guiding principles or standards. When this stage of the work has been completed, the experimental program will be initiated.